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WISCONSIN NEWSPAPERS: THEIR COVERAGE OF A
STUDENT DEMONSTRATION, FEB. 7-21, 1969

BY

RALPH K. MARTIN
/

A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS

(Journalism)

at the

UNIVERSITY OF WISCONSIN

1969

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WALTON E. MARTIN

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ACKNOWLEDGEMENTS

The author has incurred a heavy debt to many people for friendly cooperation, interest and encouragement provided in the preparation of this thesis. There are those, however, whose influence has been so direct, so vital to the final thesis product, that they deserve special recognition. I am particularly grateful to:

Prof. Jack M. McLeod, whose guidance and constructive criticism provided me the necessary direction and inspiration to see the project through to completion.

Professors John E. Ross and Lester L. Hawkes, who served as members of my thesis committee.

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The United States Navy, the sponsor and supporter of my postgraduate education at The University of Wisconsin.

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INTRODUCTION

"Peace, Power and Liberation"

Friday, Feb. 7, 1969, 4 p.m.--Great Hall, Memorial Union, The University of Wisconsin, Madison.

An overflow crowd is gathered at a rally to hear four black students speak.

The lighting in the room is dim. The air is heavy with cigarette smoke and the musty smell of damp winter clothing. Everyone is talking; it is too noisy to hear. Faces look toward the speakers' platform with anticipation.

At 4:10 p.m. the first black student steps to the microphone. The crowd quiets. His speech is brief--he comes right to his point: "The Regents have the pie but since they don't have teeth they gum it up. The blacks have teeth and want to bite."

He is applauded loudly.

The second student to speak dwells on the affluence of middle class white students as opposed to the poverty of the blacks.

A third speaker talks about American capitalism and how it "controls our lives."

The last black student to speak discusses a list of

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The lighting in the room is dim. The air is heavy

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Voices look toward the speakers, glances with anticipation.

At 4:10 p.m. the first black student steps to the

microphone. The crowd quiets. His speech is brief--

comes right to his point: "The blacks have the right

since they don't have cash they get it up. The blacks

have cash and want to live."

He is applauded loudly.

The second student to speak dwells on the alliance

of middle class white students as opposed to the poverty of

the blacks.

A third speaker talks about American capitalism and

how it "controls our lives."

The last black student to speak discusses a list of

black demands and sets forth a program for the campus-- disruption of classes, a strike, and a complete shutdown of the University. He ends shouting: "Peace, power and liberation!"

The rally ends at 4:45 p.m.

Few in the crowd hurry to leave. Most walk away slowly in small groups, discussing the black students' demands and their proposed class boycott.

Before noon a half dozen black students, led by Willie Edwards of the Black People's Alliance, had presented a list of demands to F. Chandler Young, vice-chancellor for student affairs, at the office of the Chancellor.

Chancellor H. Edwin Young responded to the list of demands the following Monday, February 10.

The black student leaders were not satisfied with the statement.

Beginning February 10, and continuing through the next two weeks, black students and white sympathizers worked to disrupt the University. Chanting "On strike, shut it down," students disrupted classes in buildings in the center of campus--Bascom, Van Hise, Social Science, Commerce. Traffic was blocked at major intersections on campus and in town. Students marched from the Memorial

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liberation!"

The rally ends at 4:15 p.m.
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Commerce. Traffic was blocked at major intersections on
campus and in town. Students marched from the Memorial

Library mall up State Street to the Capitol Square at night.

On Tuesday, February 11, Madison city policemen and county sheriff's deputies--all riot-equipped--were called to the University campus. The following day, at 3:10 p.m., Warren Knowles, governor of Wisconsin, activated 900 National Guardsmen at the request of University President Fred Harvey Harrington. On Thursday, February 13, an additional 1,000 guardsmen were called to duty.

News stories of the black students' demands and the threatened campus strike first appeared in Wisconsin newspapers in the Milwaukee Journal and the Madison Capital Times on Friday afternoon, February 7. Most other daily newspapers carried the story the following day.

By Tuesday, February 11, every daily newspaper in the state carried news of the strike--in most the strike was the number one story on the front page.

Two days later, after the national guardsmen were brought to the campus, the strike received national news coverage.

Editorial reaction to the black students' demands, the strike, the University's stand, and the activation of the national guard varied.

An editorial in the Milwaukee Journal on Monday,

Library will up state street to the Capitol square at night.

On Tuesday, February 11, Madison and Johnson and county sheriff's department--were called to the University campus. The following day, at 11:10 a.m., Warren Knowles, Governor of Wisconsin, activated the National Guard at the request of University President Fred Harvey Hastings. On Thursday, February 13, an additional 1,000 guardsmen were called to duty.

New stories of the black students' demands and the threatened campus strike first appeared in Wisconsin newspapers in the Milwaukee Journal and the Madison Capital Times on Friday afternoon, February 7. Most other daily newspapers carried the story the following day. By Tuesday, February 11, every daily newspaper in the state carried some of the strike--in most the strike was the number one story on the front page.

Two days later, after the national guardsmen were brought to the campus, the strike received national news coverage.

Editorial reaction to the black students' demands, the strike, the University's stance, and the activation of the national guard varied. An editorial in the Milwaukee Journal on Monday,

February 10, stated in part:

It is one thing for students to have a voice in their university, as they should have. It is another thing for them to feel that they can take over and run things as they please. That is a program for bedlam. It is presumptuous. It is unacceptable. The fight for equality can't be won with demand for surrender and domination. This unreasoning minority must not be allowed to dictate or disrupt the university. . . .

The LaCrosse Tribune on February 14 commented:

Past mistakes, chiefly by the University of Wisconsin administration, have come back to haunt the institution and the state, . . . the problem and the immediate task are to correct them before a pattern of accepted chaos is established.

The Janesville Gazette cautioned on February 15:

Whatever is done, the legal rights of the dissidents must be protected. But it must never be forgotten that those not demonstrating . . . have rights, too.

An editorial in the Madison Capital Times on February 13 stated:

If there is anything that is not needed now it is an investigation of the university by headline hunting politicians.

. . . /legislators/ should be devoting themselves to their own business instead of sticking their noses into a difficult situation which the university is handling prudently and decisively.

Criticism of press performance in covering the campus unrest also varied. Some thought the media did as good a job as could be expected under difficult circumstances.

Others disagreed.

February 13, 1968

It is one thing for students to have a voice in their university, as they should have. It is another thing for them to feel that they can have their own things as they please. That is a program for living. It is a program. It is a program. The fight for equality can't be won with demand for equality and domination. This university should not be allowed to disintegrate the university.

The following is a summary of the meeting:

First, a statement, chiefly by the University of Wisconsin administration, gave some background on the institution and the state. . . . The problem and the immediate task are to correct these before a pattern of accepted cases is established.

The University of Wisconsin meeting on February 13:

Whatever is done, the level of the institution must be protected. But it must never be forgotten that those not demonstrating . . . have rights, too.

An editorial in the Madison Capital Times on

February 13 stated:

If there is anything that is not needed now it is an investigation of the university by leading business politicians. . . . Legislators should be devoting themselves to their own business instead of attacking their noses into a difficult situation which the university is handling prudently and decisively.

Criticism of press performance in covering the campus grant also varied. Some thought the media did a good job as could be expected under difficult circumstances.

Others disagreed.

Perhaps the most widely publicized criticism of press performance during the demonstrations came in a letter dated February 19 from Gov. Knowles to Osburn Elliott, editor of Newsweek magazine. Knowles wrote:

I am deeply disturbed by the inaccurate and misleading nature of "Troops, Gas--or Persuasion?". . . The article is a shocking example of your inability to "separate fact from opinion," as Newsweek claims to do. Unwarranted and uninformed generalizations have been substituted for accurate reporting.

The Daily Cardinal (exempting itself, presumably) accused the mass media of acting as pawns for the state government officials:¹

. . . the Republican legislators and governor are deliberately trying to provoke campus disorders through legislative means and are filling the mass media with their usual vicious rantings about the University. And of course the mass media are dutifully accommodating them.

An editorial in the Madison Capital Times on February 15 strongly criticized the Chicago newspapers:

Among the more bizarre incidents of the UW protest was the pontifical lecturing and finger pointing of the Chicago papers . . .

We have our problems in Madison. But we do not have the problem of our police rioting against young people attempting to make their voices heard on the badly muddled affairs of the world.

And we do not have the problem of newspapers trying to cover up the facts to protect the local Establishment.

Several faculty members and students in the School of Journalism at The University of Wisconsin signed a

¹The Daily Cardinal (Madison, Wis.), Feb. 13, 1969, p. 7.

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statement expressing deep concern over the performance of the press during the period of campus unrest. The statement, in part, read:

We deplore the breakdown in communication that has contributed to the current campus crisis concerning 13 demands by black students.

While all parties to the dispute are responsible for this breakdown to some extent, and while some barriers to communication were inherent in the situation, we feel that the reports carried via the mass media have been particularly faulty . . .

We do not intend a blanket indictment of press coverage. Campus events were extensively reported, and most of the accounts written and broadcast were as objective as their authors could make them. But the overall picture received by the public was quite distorted, if the general tone of citizen response to the campus events is any indicator . . .

Criticism of press performance is not something new. Yet the intensity of the attacks--the number of critics and their bitter vehemence--seems to set present day criticism of press performance apart from that which has been made before. On this William L. Rivers, professor of communications at Stanford University, has commented recently: ". . . it sometimes appears to those who produce the mass media that everyone is an acid critic. Surely this is a reflection of an important fact about modern life: We have become aware of the importance of mass communication.

"The irony of the close public attention to the mass media themselves," Rivers continues, "springs from the fact that never before have the media been so conscious of their need for responsible performance. However well or

statements expressed deep concern over the performance of the press during the period of campus unrest. The statements, in part, read:

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Criticism of press performance is not something new. Yet the necessity of the record--the number of critics and their bitter statements--seems to be growing. Any criticism of press performance must first find which has been made before. On this William L. Rivers, professor of communications at Stanford University, has commented recently: ". . . it sometimes appears as if those who produce the mass media that everywhere is an old critic. Evidently this is a reflection of an important fact about modern life: we have become aware of the importance of mass communication.

"The irony of the close public attention to the mass media themselves," Rivers continues, "arises from the fact that never before have the media been so conscious of their need for responsible performance. However well or

ill they actually perform, a self-conscious quality is now a heavy overlay on their actions."²

Often criticism of press performance is offered as a news event unfolds. Emotions are high; involvement comes easily. Statements of condemnation and praise are hastily pulled from seeds of impression--not developed to maturity with careful thought and investigation.

To a large degree this is the case with regard to the criticism of the press performance during the campus unrest in Madison in February 1969. In an effort to swing the balance in the opposite direction this thesis provides an in-depth study of the coverage of the student demonstrations during the 15-day period, February 7-21, by the 37 Wisconsin daily newspapers.

To give the study direction the following questions were set forth:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic positions of (1) the student protesters, (2) the UW administration, and (3) state and local government officials with regard to the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials

²William L. Rivers and Wilbur Schramm, Responsibility in Mass Communication (New York: Harper & Row, Publishers, 1969), p. 2.

All they actually perform, a self-conscious quality is now
a heavy overlay on their actions."

These criticisms of press performance are reflected in
a new report entitled "Media and Society: A Study of
Media, Attitudes of Communication and Public and Society
polled from needs of investigation developed to identify
with certain topics and investigations.

To a large degree this is the case with regard to
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with regard to the demonstration have any pattern
consistent with the emphasis in the treatment
editors gave to news stories of the event?
2. Do the stated positions of Wisconsin daily news-
paper editors concerning the general attitude of
(1) the student protesters, (2) the UW administra-
tion, and (3) state and local government officials

²William I. Rivers and Walter Dill Scott,
"Responsibility in Mass Communication" (New York: Harper &
Row, Publishers, 1955), p. 1.

- in supporting their position during the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
3. Does the daily newspaper editor in Wisconsin edit according to his own beliefs, or according to his perceptions of those of the general public?
 4. How accurate is the daily newspaper reader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

The study has been conducted in three parts: (1) a content analysis of each of the 37 newspapers published during each day in the 15-day period; (2) a survey of the newspapers' editors to determine (a) their views regarding the demonstrations and (b) their perceptions of their readers' views; and (3) a survey of Wisconsin residents to determine (a) their views with regard to the demonstrations, and (b) their judgments of their newspapers' position with respect to the demonstrations.

In supporting these findings, the
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determine (a) their views with regard to the demonstrations,
and (b) their judgments of their newspapers' position with
respect to the demonstrations.

CHAPTER I

THE GATE KEEPER

Every newspaper presents a fragmented and synthetic image of the world. It highlights its own set of significant realities from its own social and cultural vantage point.

--George Gerbner (1956)

As society grows increasingly complex and interdependent, modern man comes more and more to rely on the mass media as a means of watching over his environment; of conveying to him its opportunities and perils; of circulating ideas, opinions and facts; of helping make decisions, and then disseminating them; and of passing on the wisdom and mores of society to its new members. Society's requirements of the press ". . . are greater in variety, quantity, and quality than those of any previous society in any age," according to the Commission on Freedom of the Press.

Perhaps one reason for this is as man experiences and continues to broaden his consciousness of his world through greater reliance on the mass media, he tends to depart from a face-to-face, person-to-person communication base and depends increasingly on intermediaries to convey

CHAPTER I

THE MASS MEDIA

Every developed country has experienced the synthetic image of the world. It highlights its own set of significant realities from its own social and cultural vantage point.

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In society, mass media is increasingly becoming an independent, modern communication system and work to rely on the mass media as a means of watching over its environment, of conveying to his the opportunities and perils of other living ideas, opinions and facts; of helping make decisions, and then disseminating them; and of passing on the wisdom and norms of society to its new members. Society's requirements of the mass media " . . . are greater in variety, quantity, and quality than those of any previous society in any age," according to the Commission on Freedom of the Press.

Perhaps one reason for this is an increasing need and dependence increasingly on intercontinental communication and continues to broaden his consciousness of his world through greater reliance on the mass media, he does so apart from a face-to-face, person-to-person communication.

messages for him. The Wisconsin farmer who would like to understand the policy of government regarding oil drilling off the west coast, the Milwaukee gas station attendant who would like to understand the reasons behind a student strike at the state university, the Portage automobile dealer who would like to understand the implications of a steel strike in Pittsburgh, Pa.--each must depend on the mass media.

Those who work in the news media of communication play vital roles in the general diffusion of knowledge about life in today's world and, more than that, influence many aspects of society and contribute to its well-being. Walter Gieber has said:¹

Mass communications have important social functions. The individual, first, receives the pattern of the outside world; second, he uses the information to define his relationship to others; third, he needs the information to maintain his adjustment to his environment.

For the reader the content of the newspaper has an important value orientation. With the information he derives from the message he makes his social adjustments in accord with his individual frame of reference. The message in the mass media may reinforce existing value systems, assist the reader in solving societal problems by helping him gain new experiences, or even lead him to immediate overt action.

Several decades ago Walter Lippmann suggested that the picture given to the reader by the mass media is "the

¹Walter Gieber, "The Telegraph Editors: A Study of Communication Behavior" (Ph.D. Dissertation, The University of Wisconsin, Madison, Wis., 1956), p. xxxiii.

...for the Wisconsin Journal the world lives to
 understand the policy of government regarding all things
 off the west coast, the Wisconsin has certain government who
 would like to understand the reasons behind a situation
 strikes at the state university, the Wisconsin economics
 dealer who would like to understand the implications of a
 great strike in Wisconsin, Wisconsin news department the
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Walter Dill Scott, "The Newspaper Editor: A Study of
 Communication Behavior" (Ph.D. Dissertation, The University
 of Wisconsin, Madison, Wis., 1930), p. 102.

insertion between man and his environment of a psuedo-environment"; the reader then responds to the psuedo-environment as if it were a true "picture" of the "world outside."² This concept is of major concern to those in favor of a free and unhindered flow of information and ideas.

Basic textbooks which describe the role of mass communications in modern society call particular attention to four aspects of the communication process: the encoder (communicator), the symbol (message), the media (channel), and the decoder (audience). Their authors hasten to add, however, that in mass communications such a basic "communications model" is complicated not only by mechanical apparatus, and channel and semantic "noise," but by the fact that a number of communicators become involved in the production and transmission of the message. According to Wilbur Schramm, "no aspect of communication is so impressive as the enormous number of choices which have to be made between formation of the symbol in the mind of the communicator, and the appearance of a related symbol in the mind of the receiver."³

To illustrate, a press association reporter covering

²Walter Lippmann, Public Opinion (New York: Harcourt, Brace & World, Inc., 1922), p. 15.

³Wilbur Schramm, Mass Communication (Urbana: University of Illinois Press, 1949), p. 289.

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¹ Walter Dill Scott, *Public Opinion* (New York: Macmillan, 1912), p. 11.
² Walter Dill Scott, *Public Opinion* (New York: Macmillan, 1912), p. 11.

a news event in Madison, Wis., may not see all that happens; he must often look to eye-witnesses, and occasionally, even to second- or third-hand sources for information. The reporter may write the story himself, or he may telephone the information he has gathered to a rewrite man who produces the story for him. The story may be edited, rewritten or possibly combined with other material by a bureau chief who then transmits it to subscribing newspapers. The news staff of the local newspaper decides if the story should be printed, in what form, when, and with what typographical emphasis. Finally, the newspaper's readers each must decide to read the story, or not to read it. At each stage the process of choosing, revising, discarding, and passing on is continually taking place.

In this communications process the newspaper editor, by saying "yes" or "no" to the news stories that come to him along the communication chain, obviously plays one of the more important decision-making roles. Not only is he a selector of news; he is a recommender of news to his readers. For most readers of most newspapers the editor is in the position of saying, by means of position and typographical display: "This is an important story-- don't overlook it; this, on the other hand, you can take or leave alone."

I have found in many cases, that the editor
often looks to the writer, and
occasionally, even to himself, or
information. The reporter may write the story himself, or
he may telephone the information he has obtained to a
service man who produces the story for him. The story may
be edited, rewritten or possibly combined with other
material by a bureau chief who then forwards it to
subscribing newspapers. The news staff of the local news-
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when, and with what typographical emphasis. Usually, the
newspaper's readers each are asked to read the story, or
not to read it. At each stage the process of choosing,
revising, discarding, and passing on is continually being
placed.

In this communication process the newspaper
editor, by saying "yes" or "no" to the news stories that
come to him along the communication chain, doubtless plays
one of the more important decision-making roles. Not only
is he a selector of news; he is a commentator of news to
his readers. For most readers of most newspapers the
editor is in the position of saying, by means of typographical
and typographical devices: "This is an important story--
don't overlook it; this, on the other hand, you can skip or
leave alone."

Thus, the editor is the final arbiter on what is printed and what is not, on just where a story fits and how it is handled. His decisions carry with them an inherent finality--what he rejects will not reach his readers, at least not through his newspaper.

The realization that mass communications involves value judgments on the part of select individuals has brought journalists and social scientists to focus their attention on what happens to messages within mass media channels.

Since the reporter shoulders the burden of collecting the facts and writing the news story, much of the literature centers on him. Other studies have gathered data on the newsroom milieu, and the patterns of influence and pressure in the newsroom. Such studies usually incorporate the newspaper editor into their discussion of the newsroom, but fail to recognize his singular importance. Comparatively little research has investigated the extent to which an individual editor's breadth of knowledge, value judgments and attitudes affect his selection of news items. Even fewer studies have been directed toward discovering the extent to which these are reflected in newspaper content and make-up.

Gate Keeper Studies

The term "gate keeper" was applied to the role of

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about the reporter should be the basis of
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 the extent to which these are reflected in newspaper
 content and style.

DATA GATHERING METHODS

The term "case study" was applied to the study of

communicators during World War II by Kurt Lewin as an outgrowth of his studies of wartime food habits.⁴ Lewin pointed out that the traveling of a news item through certain communication channels was dependent on the fact that certain areas within the channels functioned as "gates." Carrying the analogy further, Lewin said that gate sections are governed by an individual or group--the "gate keeper"--which is "in power" for making the decision between "in" and "out."

This concept was examined in more detail in 1950 by David M. White with a study of the role of a telegraph editor on the Peoria (Ill.) Journal-Star as a selector.⁵ After examining one week's spiked wire copy and the editor's reasons for rejection, White stated, "We begin to understand how highly subjective, how reliant upon value judgments based on the 'gate keeper's' own set of experiences, attitudes and expectations the communication of news really is."

White's focus on the individuality of the newspaper editor brought a clearer understanding of the key role in the communication chain played by the wire editor. He

⁴Kurt Lewin, "Channels of Group Life," Human Relations, 1:143-153.

⁵David M. White, "The 'Gate Keeper': A Case Study in the Selection of News," Journalism Quarterly, 27:383-390.

communications during World War II by the Institute on
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 "gate keeper"—which is "in power" and makes the decision
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This concept was examined in more detail in 1959 by
 David M. White with a study of the role of a magazine
 editor on the Pacific (1911).² He identified as a "gatekeeper."
 After examining the editor's actions with regard to the
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White's thesis on the individuality of the newspaper
 editor brought a closer understanding of the editor in
 the communication chain played by the news editor.

¹ Lewis, "Channels of Group Life," Human
 Relations, 1:141-152.

² David M. White, "The Gatekeeper's Role: A Case Study
 in the Selection of News," Journal of Applied Social
 Psychology, 27:281-290.

directed his study toward finding the factors of immediate judgment--the criteria for selection or rejection of a news story. White seemed somewhat surprised at how many irrational elements seem to enter into the choice of news, and concluded, "It begins to appear . . . that in his position as 'gate keeper' the newspaper editor sees to it (even though he may never be consciously aware of it) that the community shall hear as a fact only those events which the newsman, as a representative of his culture, believes to be true."

Another study done in 1950, by Archibald Napier, focused on the process of news selection in the newsroom as a whole, though he did not isolate individual preferences, as did White.⁶ Napier summarized some of the "assumptions" of deskmen from his observations:

1. News is only good as long as it is "hot."
2. News must cry for attention. (The reader isn't really interested so dress it up and sell it to him.)
3. The editor must cover the world and provide all the news that's fit to print.
4. The news must look pretty on the page.

Napier concluded that personnel in the newsroom are concerned with the technical requirements of selection and display--not "the moral aspects of criticism."

⁶Archibald Napier, "Bias in the News" (Unpublished Master's Thesis, Cornell University, Ithaca, N. Y., 1950).

directed his study toward finding the factors of individual differences in the criteria for selection as a function of a given study. While several somewhat surprising results were obtained, the most important ones to note were the effects of the study and concluded, "It begins to appear . . . that in his position as 'gate keeper' the individual subject seems to be (even though he may never be consciously aware of it) that the community itself bears a heavy responsibility in the selection of the newsmen, as a representative of his culture, politics to be true."

Another study done in 1950, by Stephens and his colleagues, focused on the process of news selection in the newspaper as a whole, though he did not include individual newsmen, as did White.⁶ He also mentioned news or the "assumptions" of newsmen from his investigation:

1. News is only good as long as it is "hot."
2. News must be for attention. (The reader isn't really interested so news is up and will be put in.)
3. The editor must cover the world and provide all the news that's fit to print.
4. The news must look pretty on the page.

He also concluded that detachment in the newspaper was connected with the editorial requirements of selection and distribution "the moral aspects of selection."

⁶ Stephens, "The Moral Aspects of Selection," *Journal of Applied Social Psychology*, 1950, 20, 1-10.

Scott M. Cutlip, in a 1953 study of the changes in the flow of wire news brought about by the introduction of the Teletypesetter (TTS) circuits, quantitatively demonstrated the existence of a selection process in the communication chain.⁷

Comparing sample weeks in 1951-1952 and 1952-1953 on Associated Press news coming into Wisconsin, Cutlip found that "the vital concern of today's citizen-- government, war, and the quest for peace--are more adequately covered than ever before. The loss of local news apart, however, the increased use of wire news is a manifestation of greater dependency on the wire." Cutlip concluded that his data point up the importance of the gate keeper and ". . . the need to understand more fully what takes place along the transmission belt from a big-power conference in Geneva to Mr. Average Reader in Wisconsin Rapids."

Rather than measure the flow of wire news from press association to the daily reader Walter Gieber, in 1956, investigated the job of the telegraph editor and his influence in the selection process.⁸ He based his study on the premise that the job may be said to be a "communication

⁷Scott M. Cutlip, "Content and Flow of AP News-- From Trunk to TTS to Reader," Journalism Quarterly, 31:434-446.

⁸Walter Gieber, "Across the Desk: A Study of 16 Telegraph Editors," Journalism Quarterly, 33:423-432.

George W. Cullis, in a 1953 study of the changes in
the flow of wire news messages from the introduction of
the teletypewriter (TWT) in 1930, found that the
arrival of the teletypewriter at a station was
communication chain.
Cullis's study was published in 1953 and 1954
on Associated Press news coming into Wisconsin. Cullis
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Kupper and "... the need to understand more fully what
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the premise that the job was to be a "communication

⁵George W. Cullis, "Content and Flow of News--
From Press to the Editor," *Journal of Journalism*,
31:434-442.
⁶Robert Kupper, "News and the Editor: A Study of the
Teletypewriter," *Journal of Journalism*, 31:433-442.

role," and as such, telegraph editing is a decision-making process into which are incorporated the individual wire editor's perception of his community and readers, the traditions of his newspaper and the news policies of his superiors, as well as his own biases.

Gieber examined the operations of the wire desks of 16 afternoon daily newspapers in Wisconsin. He observed:

The telegraph editor . . . is caught in a strait jacket of mechanical details. To him, the most significant force in processing the news is getting copy into the newspaper. He is concerned with the immediate details of his work rather than the social arena in which news is made and given meaning.

and

As a "gatekeeper" in the channel of telegraph news, the wire editor appears to be passive. His news values are elementary and broadly structured. He operates within the temporal orientation of a publishing cycle . . . automation has not yet taken over the wire desk. But the selection of news from the press association wire appears to have become a mechanical process. The skills of telegraph editing have disintegrated into wire-copy fixing.

The majority of studies concerned with the mass media communication chain have been limited generally to a small segment of the chain--most compare information sources, compare readers, compare editors. More recently--that is, within the last decade--researchers have given closer attention to comparing the links in the chain.

Of those which include the newspaper editor the 1958 study by Roy E. Carter, Jr., remains a tour de

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force.⁹ Carter focused his investigation on the social interaction between the newsman-gate keeper and the persons and groups who serve as his sources of information. North Carolina doctors and editors were asked to rate a series of "values" related to the publication of medical news. Carter found that both doctors and editors ranked "accuracy" first in their scale of values; and further, editors were able to anticipate the value-rankings of the doctors but the doctors' ascriptions to the editors did not agree with what the editors ascribed to themselves. Carter concluded that both perceived and "real" goal discrepancies may have a direct bearing on the relationship between the press and its news sources.

One "principle" of mass communication theory states, in effect, that for the sequential process within a mass media communications chain to function with any degree of reliability, the adjacent links in the chain--from encoder to decoder--must be compatible. Though Carter found that both editors and doctors rank "accuracy" first in their scale of values, the question remains: To what extent do groups along the chain agree in their definition of the term "accuracy"?

In mass communications research, Percy H. Tannenbaum

⁹Roy E. Carter, Jr., "Newspaper Gatekeepers and the Sources of News," Public Opinion Quarterly, 22:133-144.

... Carter showed the investigation on the social
relationship between the communication system and the person
and gives his view on his theory of information. Both
Daniel Gabor and others were asked to read a series of
papers related to the publication of medical news.

Carter found that both doctors and editors ranked
"accuracy" first in their lists of values; and however,
editors were able to distinguish the veridicality of the
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agree with what the editor expected to themselves. Carter
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scale of values, the question remains to what extent do
groups along the chain agree in their perception of the
rate "accuracy"?

In mass communication research, Percy A. Tompkins

Ray H. Carter, D.L., "Newspaper Communication and the
Behavior of News," *Public Opinion Quarterly*, 1953, 17:1-18.

states: ". . . our concern . . . is with the communication of information, ideas, and opinions--that is, of meanings--we might do well to look into the degrees of semantic compatibility between the various units involved in the . . . communication chain."¹⁰

The degree to which the various groups along the mass media communications chain agree in their judgments was studied by Kenneth Johnson.¹¹ Johnson selected 40 diversified samples of science writing and had these judged by available groups of scientists, science writers, newspaper editors, readers of science news, and non-readers of science news. Judgments were made in accordance with a set of semantic differential scales.

The semantic factors were highly similar for four of the five groups--only the editor group deviated from the pattern. Whereas four groups considered a science news story valuable independently of whether they considered it exciting, for the editors the judgments of valuable and exciting were highly correlated. It appears, in fact, that editors attach more importance to excitement and sensationalism than any of the other groups.

¹⁰Percy H. Tannenbaum, "Communication of Science Information," Science, May 10, 1963, Vol. 140, p. 581.

¹¹Kenneth G. Johnson, "Differential Judgments of Science News Stories and Their Structural Correlates" (Ph.D. Dissertation, The University of Wisconsin, Madison, Wis., 1961).

In a related article Tannenbaum commented on Johnson's findings:¹²

Again . . . we find evidence of flaws in the mediating apparatus. This crucial mediator between scientist and reader--the editor--may fail at times because he differs from both in fundamental outlook. In a real sense he is the outsider, removed in basic frame of reference from the sources, from the readers, and even from the nonreaders of science news.

Present day newsman-gate keeper studies are motivated by an awakening understanding of the mass media's role in contemporary society and a deepening awareness of its influence in shaping public opinion. The studies center largely on measuring the degree to which editors' attitudes influence news selection, on newspaper policy, on degrees of objectivity, and on amount of background information and depth reporting.

One study, for example, done in 1968 by Gary Van Tubergen, tested 22 newsmen-gate keepers on 11 newspapers in seven cities as to their attitudes toward Negroes and for their stereotypes of Negroes.¹³

Each editor was asked how much he "would want to use" 48 news stories. The stories variously showed participants in favorable and unfavorable lights and in both conflict and non-conflict situations. In some stories

¹²Tannenbaum, "Communication of Science Information," p. 581.

¹³Gary N. Van Tubergen, "Racial Attitudes of 'Gatekeepers'" (Ph.D. Dissertation, The University of Iowa, 1968).

In a related article (Journal of Personality and Social Psychology, 1988)

Johnson's findings¹²

Again, we find evidence of bias in the
writing apparatus. This crucial evidence is
omitted and readers are left with the
impression that bias is not a problem in
writing apparatus. In fact, bias is a
problem in writing apparatus, and even
from the non-bias of writing apparatus.

Treatment by newspaper editors and

motivated by an overriding understanding of the news media's

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The study, for example, done in 1986 by Gary Van

Tolbert, tested 12 newspaper editors on 12 newspaper

in seven cities as to their attitudes toward editors and

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Each editor was asked how much he "would want to

use" 48 news stories. The stories were randomly chosen from

opinion in favoring and disfavoring rights and he had

conflict and non-conflict situations. In some stories

¹² Johnson, "Communication of Balance Inform-

tion," p. 227.

¹³ Gary W. Van Tolbert, "Media Attitudes of News-

papers," (Ph.D. Dissertation, The University of Iowa,

1988).

Negroes were participants and in others there was no racial identification of the participants. Van Tubergen found racial identification had virtually no influence on acceptance of a story by any of the gate keepers.

Focus of the Present Study

It is clear that news of the "world outside," as it passes along the chain from sender to receiver, is the product of the selective judgments of many "gate keepers"--one of the most important being the newspaper editor. Yet little research to date has been concerned with the degree to which editors' attitudes and value judgments become reflected in a news story, once it is selected for publication, as it is processed for delivery to the reader.

Researchers have indicated that such studies are warranted. Jane Brody concluded in her 1963 investigation of editorial decision-making:¹⁴

The next study should go beyond merely asking editors what they think and do. It should explore what editors actually do, rather than or in addition to what they say they do.

George Gerbner has said of the mass media:¹⁵

Through selection, treatment, emphasis and tone, mass media (1) help define their own set of significant

¹⁴Jane E. Brody, "Editorial Interest in Different Kinds of Science News" (Unpublished M.S. Thesis, The University of Wisconsin, Madison, Wis., 1963).

¹⁵George Gerbner, "Press Perspectives in World Communication: A Pilot Study," Journalism Quarterly, 38:313-322, p. 313.

... and in certain cases there was no social
identification of the participants. Von Steiger found
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tance of a story on any of the four papers.

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George Gartner has said of the mass media:¹⁵
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¹⁴ Hans H. Hoyer, "Editorial Interest in Milliseconds
Kinds of Source News" (Unpublished M.S. Thesis, The
University of Wisconsin, Madison, Wis., 1953).

¹⁵ George Gartner, "Mass Communication in World
Communication: A Pilot Study," Journal of Mass Media,
12:312-322, p. 312.

realities, (2) structure the agenda of public discourse, and (3) make available dominant perspectives from which realities, priorities, actions and policies might be viewed.

If that is true, it would seem that the presentation of a news story--its position, length, headline, use of photographs and typographical emphasis, as well as its content--by different newspapers can index patterns of editor attention. Further, it would seem that careful scrutiny of the different newspapers will reveal patterns of editor attitude. The patterns of editor attitude should correspond with the stated positions of the newspapers' editors with regard to the news event; the patterns of editor attention should provide a measure of emphasis in their treatment of the news event.

Tannenbaum has said:¹⁶

Spokesmen for the mass media have long justified their selection and presentation of subject matter by saying that they are "giving the public what it wants." Giving the public what it wants may or may not constitute a legitimate and equitable basis for regulating our cultural industries, but the fact remains that if you are to operate by such a principle you should at least know what the public does want.

The research to date has largely skirted this important question of determining the extent of editors' empathy with their audience.

A research venture into this area of mass

¹⁶Tannenbaum, "Communication of Science Information," p. 580.

realities, (2) structure, and (3) style of writing. The latter two are the most important, and the former is the least. The latter two are the most important, and the former is the least. The latter two are the most important, and the former is the least.

It is true, it would seem that the presence of a new story-line, heading, and of paragraphs and typographical details, as well as the content by different paragraphs and lines, are all of great importance. Further, it would seem that the accuracy of the different paragraphs will reveal the nature of editor's attitude. The nature of editor's attitude should correspond with the nature of the paragraphs. Editors with respect to the news events, the nature of editor's attention should provide a measure of interest in their treatment of the news events.

Tanaka said:

Workmen for the news events have long realized their attitude and presentation of subject matter by saying that they are "giving the public what it wants." Giving the public what it wants may or may not constitute a legitimate and ethical basis for providing the public with information, but the fact remains that it is not to be taken as a principle. You should at least know what the public does want.

The attitude to date has largely been one of indifference, question of detail, the nature of editor's attitude with their attitude. A further venture into this line of news

Information, "Information" by Editor

communications requires newspaper coverage of an appropriate event, or series of events. The event, first, must be of significance in all geographic areas relevant to the study. That is, there must be a strong element of reader interest and concern. Ideally, the event would have little competition from other news stories. Second, inherent in the event should be the possibility of a wide divergence of viewpoints. Third, the event should have a clearly distinguishable beginning and end.

Such an event is available in the February 1969 campus demonstrations at The University of Wisconsin-Madison.

This study, then, should be useful not only to those seeking answers to questions concerning the newspaper coverage of the February demonstrations themselves; it should also be useful to those engaged in studying the broader field of mass media communication.

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CHAPTER II

"DATELINE: MADISON, FEBRUARY 7-21"

Public opinion is a compound of folly, weakness, prejudice, wrong feeling, right feeling, obstinacy, and newspaper paragraphs.

--Sir Robert Peel

In the beginning days of February 1969 The University of Wisconsin-Madison was not the only school in the nation experiencing campus demonstrations. In the February 21 issue of Time magazine a writer commented:¹

It was the first full week of the spring semester on many campuses, and the students responded to the symbolic change of seasons by provoking a spate of violent clashes with authorities. Almost everywhere, the "confrontations," as the students like to call them, were precipitated by the now familiar demands of black students and their white sympathizers.

During the first three weeks in February most Wisconsin daily newspapers carried stories of the campus demonstrations which were receiving national attention:

--At The University of Chicago students took over and occupied the administration building for a 16-day period.

--In California, at Berkeley, members of the Third World Liberation Front continued their strike for an

¹Time, Vol. 93, No. 8, Feb. 21, 1969, p. 36.

CHAPTER II

"DETAILS: WILSON, THURSDAY 7-11"
Public opinion is a compound of folly, weakness,
ignorance, wily selfishness, right feeling, cowardice, and
newspaper propaganda.

--Sir Robert Peel

In the preceding days of Tuesday, 1928 the
University of Wisconsin-Madison was not the only school in
the nation experiencing campus demonstrations. In the
February 21 issue of Life magazine a writer commented:

It was the first fall week of the spring semester
on many campuses, and the students responded to the
symbolic change of seasons by provoking a series of
violent clashes with authorities. Almost everywhere,
the "confrontation," as the students like to call
them, were precipitated by the now familiar demands of
peace, justice and their allies.

During the first three weeks in February most
Wisconsin daily newspapers carried stories of the campus
demonstrations which were receiving national attention
--At the University of Chicago students took over and
occupied the administration building for a 16-day
period.

--In California, at Berkeley, students at the third
World Education Forum continued their strike for an

¹Life, Vol. 53, No. 8, Jan. 11, 1959, p. 26.

autonomous college of ethnic studies.

--Black students presented demands at Duke University and clashed with police when they moved to clear the students from the main floor of the administration building.

--At City College of New York black and Puerto Rican students seized the administration building to press their demands.

--At Sir George Williams University in Montreal, Canada, students protesting "racism" on the part of a biology teacher climaxed a 13-day occupation of the school's computer center by "turning it into a shambles."

Several state daily newspapers--the Madison and Milwaukee papers, and those with a local interest--carried stories regarding campus unrest on a number of small Wisconsin college campuses:

--The administration at Whitewater State University was working to resolve 16 grievances submitted by black students January 10.

--Students at The University of Wisconsin--Oshkosh threatened a sit-in to support demands.

--In Milwaukee, students at Milwaukee Technical College presented demands to the school's president for a black studies program.

Beginning Friday, February 7, stories of a threatened student strike at The University of Wisconsin--Madison to support black demands began to appear in the daily newspapers in Wisconsin. Two newspapers carried the story that afternoon; 29 others printed an account the following day. By Monday, February 10, every daily newspaper in the state provided coverage--34 on their front pages.

autonomous college of study available.

Various students presented demands at their University and clashed with police when they moved to their statements from the main floor of the administration building.

--At City College of New York, Black and Puerto Rican students seized the administration building to press their demands.

--At St. George's University in Montreal, Canada, students protesting "racism" on the part of a biology teacher alleged a 12-hour occupation of the school's computer center by "seizing it and a 'shambles'."

Several other daily newspapers--the Montreal and

Montreal papers, and those with a local interest--carried

stories regarding campus unrest on a number of daily

Wisconsin college campuses:

--The administration at Wisconsin State University was working to resolve its situation, according to a press release January 10.

--Students at the University of Wisconsin--Oshkosh threatened a strike to support students.

--In Milwaukee, students at Milwaukee Technical College presented demands to the school's president for a plant studies program.

Following Friday, January 7, stories of a

protested student strike at the University of Wisconsin

Madison to support Black students began to appear in the

daily newspapers in Wisconsin. The newspapers carried the

story that although it should be noted as a success the

following day. By Monday, February 10, every daily news-

paper in the state provided coverage--14 on their front

A list of black demands had been presented to F. Chandler Young, vice-chancellor for student affairs at the University by a half dozen black students shortly before noon February 7.

Led by Willie Edwards of the Black People's Alliance the students vowed to close the University by "disruption or destruction" until their demands were met. To back up the threat, black students and white sympathizers disrupted afternoon classes on campus.

"The campus started to swing into action shortly after noon," a writer in Connections recalled.² "I got the word in the Rath that there was going to be a little something to do up at Bascom, and was just working my way down through the steam of my third cup of coffee, when the vibes really started to get strong."

The writer describes the first class disruptions: "6210 (Social Science) was the first stronghold to fall . . . the prof surrendered without a squeal of protest. 'Class is dismissed,' he wheezed into the microphone, as a black fist closed over the speaker. . . . We moved on to 5208 Social Science and then hit Commerce, opening all the doors in the hall on our way to B-10, yelling to roomfulls of astonished scabs to 'Strike!'"

The black students' demands, listed on page 19, were

²Connections, Vol. 3, No. 6, p. 1.

A list of black demands had been prepared by
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Alliance the students went to show the University by
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after noon," a writer in Communist recalled. "I got the
word in the AM that there was going to be a little
something to do up at 3:30, and was just working my way
down through the maze of my third cup of coffee, when the
vibes really started to get strong."

The writer described the list of demands
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of abandoned seats to 'sit!'"

The black students' demands, listed on page 19, were

¹Communist, Vol. 5, No. 1, p. 1.

13 Black Demands

1. Autonomous Black Studies department controlled and organized by Black students and faculty, which would enable students to receive a B.A. in Black Studies.
 2. A Black chairman of the Black Studies department, who would be approved by a committee of Black students and faculty.
 3. That at least 500 Black students be admitted to U.W. for the semester of September 1969.
 4. That 20 teachers be allocated for the initiation of the Black Studies department with the approval of Black students.
 5. That amnesty (defined as no reprisal or chastisement) be given all students who participate in boycotts or other such actions in reference to our demands.
 6. That a Black co-director of the Student Financial Aids Office be appointed with the approval of Black students.
 7. That Black counselors be hired by the Student Financial Aids Office with the approval of Black students.
 8. That scholarships be provided for all athletes up until the time that they receive their degree.
 9. That the existing Black courses be transferred into the Black Studies department.
 10. That it be established that Black students have the power to hire and fire all administrators and teachers who are involved in anything relating to Black students.
 11. That it be established that control of the Black Cultural Center be in the hands of Black students.
 12. That all expelled Oshkosh students who wish to attend U.W. be admitted immediately.
 13. That proof (as defined by Black students) that the above demands have been met be given to Black students by the administration.
-

12 Black Council

1. Following Black Studies Department meeting and organized by Black Studies and Faculty, which would enable students to receive a B.A. in Black Studies.
2. A Black Division of the Black Studies Department, which would be approved by a committee of Black students and faculty.
3. That at least 500 Black students be admitted on U.W. for the semester of November 1968.
4. That 10 courses be approved for the Division of the Black Studies Department with the approval of Black students.
5. That faculty (defined as no regular or occasional) be given all students who participate in the course or other such actions in reference to our demands.
6. That a Black coordinator of the Student Financial Aid Office be appointed with the approval of Black students.
7. That Black connections be made by the Student Financial Aid Office with the approval of Black students.
8. That scholarships be provided for all students until the time that they receive their degrees.
9. That the existing Black course be transferred into the Black Studies Department.
10. That it be established that Black students have the power to hire and fire all administrators and faculty who are involved in anything relating to Black students.
11. That it be established that control of the Black Cultural Center be in the hands of Black students.
12. That all expelled Black students who wish to return U.W. be admitted immediately.
13. That proof (as defined by Black students) that the Black demands have been met be given to Black students by the administration.

"non-negotiable." A black spokesman was quoted in the Daily Cardinal:³

We're not asking the University to give us anything that's not rightfully ours--we're demanding it. We're going to have complete disruption, and if that doesn't work, complete destruction.

The following Monday University of Wisconsin Chancellor H. Edwin Young responded to the black students' demands. "It should be obvious," he stated, "that this University is not going to be able to do much for the needs of Black America unless it is prepared to insist on the integrity of its classrooms and the continuity of its functions. No one who talks about shutting down the University can convince me that the welfare and advancement of black people is his foremost concern."⁴

Besides standing firm on denying admission to the Oshkosh students until June 1969 Young rejected outright three of the demands. Amnesty, he said, "was out of the question." He would also not give students the power to hire and fire administrators and teachers, and asserted that Wisconsin law prohibited student control of the University's Black Cultural Center.

Young said the administration supported the

³The Daily Cardinal (Madison, Wis.), February 8, 1969.

⁴Statement by University of Wisconsin Chancellor H. Edwin Young, Feb. 10, 1969.

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³The Daily Radical (Madison, Wis.), February 8,

⁴Statement by University of Wisconsin Chancellor

remaining demands "in principle." He pointed out that a majority of the demands had been recommended in the Proctor Report of December 1968, and that some of them were already being implemented.

Young concluded his statement:

I can understand the impatience of black people, and I share the concern of those who ask if the world is acting rapidly enough in righting old wrongs. What I cannot understand is the position of those who seek to exploit these feelings and to minimize or deny what is already being done. We are moving at Wisconsin, and those who really care about Black America will give us a chance to keep moving.

Chronology of Events: February 7-21

Friday, February 7:

--A list of demands was brought to the office of the Chancellor shortly before noon by a half dozen black students. Ralph Hanson, chief of University police, persuaded them to leave, promising that Chancellor Young would meet with them at 2:30 p.m. The black students, led by Willie Edwards of the Black People's Alliance, then left the demands with F. Chandler Young.

--Members of the University Committee arrived to meet with the Chancellor and the black students at 2:30 p.m. The students did not come on schedule. After waiting 20 minutes the Chancellor and the committee members left. The black students arrived at 2:55 p.m.

--An estimated 250 students disrupted afternoon classes in support of the black demands. Black leaders vowed to organize a campus strike beginning the following Monday morning.

--At 4 p.m. a rally was held in Great Hall in the Memorial Union. Black leaders presented the list of demands and set forth a plan for campus disruption.

--Final day of the conference on Black Revolution on the Campus.

...ing demands "in retaliation." ... the ... of the ... and ... of ...

Young ... his ...

I can understand the ... of ... and I share the ... of those who ... in ... I cannot understand ... to ... is already being done. We ... those who really care about ... a chance to keep moving.

Chronology of Events February 7-11

Friday, February 7:

--A list of demands was brought to the office of the Chancellor shortly before noon ... persuaded them to leave ... Young would meet with them at 1:30 p.m. ...

--Members of the University Council ... arrived to meet with the Chancellor and the Black students at 1:30 p.m. ...

--An estimated 150 students ... in support of the Black demands. Black leaders were to organize a campus strike beginning on Monday morning.

--At 4 p.m. a rally was held in Great Hall in the Memorial Union. Black leaders presented the list of demands and set forth a plan for campus disruption.

--Final day of the conference on Black revolution on the campus.

Saturday, February 8:

--Several black students demonstrated inside the University Fieldhouse during the Ohio State-Wisconsin basketball game. Police prevented an estimated 300 demonstrators from entering the building. Four Madison city policemen were injured; four persons were arrested. Gov. Knowles' official car was damaged.

--In a brief statement University officials deplored the property destruction and warned that disruption of classes "would not be tolerated."

Sunday, February 9:

--The Student Senate of the Wisconsin Student Association voted to support a boycott of classes and to provide bail money.

Monday, February 10:

--An estimated 1,500 students peacefully picketed major classroom buildings. Strike leaders emphasized at rallies that their aim was a non-violent confrontation with the University administration.

--At a press conference in the afternoon, Chancellor Young stated the University's position with regard to the black demands and the class disruptions.

--Chancellor Young met with three black students. The meeting was described as being "not very fruitful."

--At 7 p.m. students burned in effigy a symbol of the University administration at the Lincoln statue on Bascom Hill. A march up State Street to the Capitol followed.

Tuesday, February 11:

--Students blocked doors to classroom buildings and disrupted classes.

--University Police Chief Ralph Hanson asked for outside assistance to maintain order on the campus.

--180 city policemen and county sheriff's deputies and traffic officers--all riot-equipped--cleared student demonstrators from Bascom Hall and nearby classroom buildings.

--There were no arrests, and few injuries.

--Chancellor Young met in the afternoon with black students, including Willie Edwards, Alex Crumble and Canute Ferrin.

--Four student organizations--the Teaching Assistants' Association, the Wisconsin Alliance, the Lake Shore Housing Association, and the Psychology Students' Association--voted to support the black students' demands.

--15 University black faculty members and administrators released a statement urging "immediate and forceful measures . . . to effect change in the direction pointed to by the demands of the black students."

Wednesday, February 12:

--An estimated 2,000 students, using a hit-and-run strategy, blocked classroom buildings and major traffic intersections on campus.

--At noon Chief Hanson reported that 350 policemen could not cope with the situation.

--At 3:10 p.m. Gov. Knowles activated 900 Wisconsin National Guardsmen at the request of University of Wisconsin President Fred Harvey Harrington and Chancellor Young. The request was relayed to Knowles by Madison Mayor Otto Festge.

--Gov. Knowles issued a brief statement regarding the call up of the national guard troops. He concluded: "The activation of the National Guard unit clearly indicated that the State of Wisconsin is determined to exercise its responsibility to maintain law and order on the campuses of our University as well as all other educational institutions."

--Chancellor Young issued a point-by-point statement in response to the list of demands presented to the University by black students February 7.

--The Political Science Association of Students voted to support the black demands and the strike called in support of them.

--Six students were arrested. Several minor injuries were reported as members of Young Americans for Freedom

There were no arrests, and the situation...

University students in the afternoon with their...
students, including Miss Gaudin, Miss Gaudin and...
Miss Gaudin.

Four students organized the "Freedom Riders" in...
Association, the Wisconsin Alliance, the Wisconsin...
League Association, and the Wisconsin...
Association.

The University of Wisconsin has faculty members and...
students released a statement saying "We are...
...to all those who are...
...to the demands of the black students."

Wednesday, February 11:

An estimated 2,000 students, using a picket line...
strategy, picketed classroom buildings and major traffic...
intersections of campus.

At noon Chief Warden reported that 150 picketers...
could not move with the situation.

Gov. Knowles announced 500 Wisconsin...
National Guard at the request of University of...
Wisconsin President Fred Harry Harrison and...
Chancellor Young. The request was refused to knowles...
by Madison Mayor Gene Lewis.

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The Political Science Association of Students voted...
to support the black demands and the strike unless...
support of them.

The students were arrested. Several other...
were reported as members of Young Americans for Freedom.

and some Wisconsin football players fought with protesters.

--At 9:30 p.m. the first contingent of national guardsmen arrived in Madison.

Thursday, February 13:

--Student protesters blocked traffic at major traffic intersections on campus and on University Avenue--the main east-west traffic artery through town.

--National guardsmen assumed positions on the campus.

--At 2 p.m. Chancellor Young met for one hour with five representatives of the Black Student Council. Both sides reported "no progress" in negotiations to break the deadlock over the list of demands.

--1,000 additional guardsmen were activated to relieve those on duty. Brig. Gen. Joseph M. Stehling assumed command.

--The Madison City Council resolved to request the Wisconsin State Legislature to "take a strong" position regulating the student demonstrators.

--Chancellor Young, in an afternoon press conference, stated that the University would not be closed down: "We're going to keep the University open and available to those who want to go to school. We will keep on doing everything that is necessary until all of the state's resources are involved."

--Three state senators--Robert Knowles (R-New Richmond), Ernest Keppler (R-Sheboygan), and Walter Chilsen (R-Wausau)--met with an estimated 300 students at Kronshage Hall to discuss the black students' demands. Both sides termed the meeting "a fruitful dialogue."

--An estimated 8,000 students made a torch-lit march from the Memorial Library mall up State Street to the Capitol Square.

--At an evening rally black leaders claimed that they--not white activists--retained control of the strike.

Friday, February 14:

--Street and classroom disruptions continued.

and some Wisconsin local players brought with protesters.

At 7:30 p.m. the first contingent of national students was arrested in Madison.

Thursday, February 13:

National student leaders called for more traffic intersections on campus and on University Avenue. The idea was to bring traffic to a standstill.

National students assumed positions on the square.

At 2 p.m. Chancellor Young met for one hour with five representatives of the Black Student Council. Both sides reported "no progress" in negotiations to break the deadlock over the list of demands.

1,000 additional protesters were arrested to relieve those on duty. Sgt. John M. Griffin arrested several.

The Madison City Council resolved to support the Wisconsin State Legislature to "take a strong" position regarding the student demonstrators.

Chancellor Young, in an afternoon news conference, stated that the University would not be closed down. "We're going to keep the University open and available to those who want to go to school. We will keep on doing everything that is necessary until all of the state's resources are involved."

Three more arrests--Robert Cooper (21-year-old), Bruce Cooper (20-year-old), and William Collins (20-year-old)--were taken with an estimated 100 students at Kronsage Hall to discuss the Black Student Council demands. Both sides turned the meeting "a tactical display."

An estimated 1,000 students with a court-issued search from the National Library will go State Street to the Capitol square.

An evening rally in front of the state capitol building was held with other activities--related control of the strike.

Friday, February 14:

Classes and classes throughout continued.

--A small group of students interfered with a meeting of University of Wisconsin Regents in Milwaukee.

--A call was issued for a special meeting of the Madison campus faculty for Wednesday, February 19.

--Chancellor Young met with representatives of the black students for the fourth time. He reported he "told them their interests are the same as the University's."

--A rumor center, at the suggestion of several members of the Law School faculty, was started in Bascom Hall to provide facts on the campus situation. Over 200 phone calls were received on the first day of operation.

--Law faculty members issued a statement concerning the black demands.

--An estimated 1,500 students marched up State Street to the Capitol Square in the evening.

Saturday, February 15:

--A petition signed by 1,372 Madison campus faculty members, backing the administration, was presented to Chancellor Young.

--National guardsmen were moved off campus. Chancellor Young termed the removal as "a chance for people who don't want the guard to prove their good faith."

--Eight members of the University's track team boycotted a track meet with Michigan State.

--A dance was held in Gordon Commons in the Memorial Union to raise money to support the student strike. Attendance was estimated at 150 persons.

Sunday, February 16:

--Chancellor Young appeared on WHA-TV with Wilson Thiede and Wallace Douma to explain what the University has done and will do for black students.

Monday, February 17:

--Students continued to disrupt classes and halt traffic at intersections along University Avenue.

--A small group of students gathered with a meeting of University of Wisconsin students in Milwaukee.

--A call was issued for a special meeting of the Madison campus faculty for Wednesday, February 12.

--Constitutional issues and with representation of the black students for the faculty. The report in "Call from Black Students for the Day at the University."

--A letter dated, at the suggestion of several members of the law school faculty, was mailed to James Hall to provide facts on the campus situation. Over 100 phone calls were received on the first day of operation.

--Law faculty members issued a statement concerning the Black Caucus.

--It estimated 1,200 students marched on Black Caucus to the Capitol square in the evening.

Saturday, February 13:

--A petition signed by 1,272 Madison campus faculty members, dated the administration, was presented to Chancellor Young.

--National questions were asked off campus. Chancellor Young termed the removal as "a chance for people who don't want the party to have their good faith."

--It number of the university's black team boycotted a track meet with Michigan State.

--A dance was held in Gordon Commons in the evening. Union to raise money to support the student strike. Attendance was estimated at 150 persons.

Sunday, February 13:

--Chancellor Young appeared on WISN-TV with Wilson Kinke and Wallace Brown to explain what the University has done and will do for black students.

Monday, February 14:

--Students continued to disrupt classes and held state as demonstrations along University Avenue.

--A limited number of guardsmen were recalled to the campus.

Tuesday, February 18:

--At a rally in the Memorial Union black student leaders called for a strike recess pending the outcome of the faculty meeting scheduled for Wednesday. Black students vowed to continue their own class boycott. White students were urged to carry the protest to the classroom in an attempt to convince faculty members to support the blacks' position.

--Guardsmen were removed from the campus and ordered to area billeting stations.

--The Wisconsin State Legislature voted to conduct an investigation into the disturbances at the University.

Wednesday, February 19:

--By a vote of 524 to 518 the Madison campus faculty decided not to admit three black students expelled from The University of Wisconsin-Oshkosh in November 1968.

--A fire set by an alleged arsonist damaged the Afro-American Center, 929 University Avenue.

Friday, February 21:

--A black spokesman confirmed that a protest moratorium was in effect. Future action, he said, depended on faculty action on the Black Studies department proposal.

Wisconsin Daily Newspapers

During the past few years campus demonstrations on American college campuses have become major news events for the entire nation. There are widely divergent views of the issues and actions, from the campuses themselves to the Congress. Discussions include, among other topics, the demands of the students, and their motivations and tactics.

--A limited number of guests were invited to the banquet.

Tuesday, February 18:

--At a rally in the Memorial Union Black student leaders called for a strike against the campus of the faculty meeting scheduled for Wednesday. Black students voted to continue their own class boycott. White students were urged to carry the protest to the classroom in an attempt to convince faculty members to support the Black position.

--Guards were removed from the campus and ordered to stay in their stations.

--The Wisconsin State Legislature voted to conduct an investigation into the disturbance at the University.

Wednesday, February 19:

--By a vote of 214 to 218 the Madison campus faculty decided not to admit Black students expelled from the University of Wisconsin-Madison in November 1969.

--A fire set by an alleged arsonist damaged the American Center, 919 University Avenue.

Friday, February 21:

--A Black spokesman confirmed that a protest demonstration was in effect. Future action, he said, depended on faculty action on the Black Studies department proposal.

Wisconsin Daily News

During the past few years campus demonstrations on American college campuses have become major news events for the entire nation. There are widely divergent views of the issues and actions, from the campus themselves to the Congress. Unusually intense, among other things, the demands of the students, and their motivations and tactics,

and the stands taken by university and government officials in meeting the students' demands, their efforts toward understanding the students' motivations and their actions in countering the students' tactics.

Furthermore, there have been attacks from all quarters on the American press for its performance in covering the campus demonstrations, citing particularly its "distortion of news," its "crisis reporting," and its modus operandi.

Thirty-seven newspapers published in Wisconsin are available to Wisconsin readers daily.⁵ Of these, 33 are published in the afternoon. Four cities--Eau Claire, Oshkosh, Madison and Milwaukee--have morning and afternoon newspapers. Twenty-two newspapers are located within a 100 mile radius of Madison; two (not including the Madison newspapers) maintain a permanent Madison bureau.

Every newspaper, less the Daily Cardinal, receives the services of one of the national news agencies--The Associated Press (AP) and United Press-International (UPI). Fifteen are members of the AP; 10 subscribe to UPI; 11 receive the services of both agencies. Additionally, several newspapers subscribe to the Los Angeles Times-Washington Post News Service, the New York Times News

⁵Listed with circulations (ABC September 30, 1968) in Appendix C.

and the funds taken by university and government officials in meeting the students' demands, their efforts toward understanding the students' motivations and their actions in confronting the students' tactics.

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Thirty-seven newspapers published in Wisconsin are available to Wisconsin readers daily.² Of these, 22 are published in the afternoon. Four cities--Madison, Oshkosh, Racine and Milwaukee--are having and receiving newspapers. Twenty-two newspapers are located within a 100 mile radius of Madison; two (not including the Madison newspaper) maintain a permanent Madison bureau.

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² Listed with circulations (and September 30, 1968) in Appendix C.

Service and the Newspaper Enterprises Association.

Wisconsin Newspaper Readers

A basic assumption in this study is that residents of Wisconsin used a daily newspaper published in Wisconsin as a major source of news stories concerning the Madison campus demonstrations.

In May and June of 1969 a representative sample of all adult residents in the State of Wisconsin were asked the following question: "What daily Wisconsin newspaper--if any--do you usually read?"

According to their replies 88 per cent of the adults in the state are in the habit of reading a daily newspaper. Eighty-four per cent read a newspaper published in Wisconsin. Of these, eight out of every ten remembered reading about the February student demonstrations in their newspaper.

It must be noted, however, that other media in Wisconsin made coverage of the Madison campus demonstrations available over the 15-day period.

Radio stations included news stories in their hourly news round-ups. Television stations provided reports and film footage on evening news telecasts. And accounts of the demonstrations reached Wisconsin residents via student letters to parents and friends, word-of-mouth and telephone calls.

Reading and the newspaper habit: Wisconsin.

Wisconsin newspaper habits

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Radio stations included news stories in their hourly news programs. Television stations provided reports and live footage on evening news telecasts. and accounts of the demonstration reached Wisconsin residents via student letters to parents and friends, word-of-mouth and telephone calls.

As such, the discussions of the data in this thesis with regard to daily newspapers in Wisconsin assume widespread use of the newspaper as a news source; they do not assume dependence on, or believeability in, the newspaper media.

As such, the discussion of the data in this thesis
 with regard to field surveys in Wisconsin seems
 widespread use of the concept as a new concept; but the
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The first section of the thesis is devoted to a
 description of the concept of field surveys in Wisconsin
 and the concept of field surveys in Wisconsin. The
 second section of the thesis is devoted to a
 description of the concept of field surveys in Wisconsin
 and the concept of field surveys in Wisconsin.

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CHAPTER III

STUDY DESIGN

To give this study direction four exploratory questions were set forth:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic positions of (1) the student protesters, (2) the UW administration, and (3) state and local government officials with regard to the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials in supporting their position during the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
3. Does the daily newspaper editor in Wisconsin edit according to his own beliefs, or according to his perceptions of those of the general public?
4. How accurate is the daily newspaper reader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

To investigate these questions the editors on each of the 37 Wisconsin daily newspapers who were involved in making decisions during the processing of news stories regarding the campus demonstrations during the 15-day period, February 7-21, were asked to complete a self-administered questionnaire in June 1969.

CHAPTER III

STUDY DESIGN

To give this study direction and organization

questions were set forth:

1. Do the stated positions of Wisconsin Daily newspaper editors concerning the main positions of (1) the student protesters, (2) the administration, and (3) state and local government officials with regard to the demonstration have any pattern consistent with the emphasis in the respective editors' news stories of the event?
2. Do the stated positions of Wisconsin Daily newspaper editors concerning the main positions of (1) the student protesters, (2) the administration, and (3) state and local government officials in supporting their position during the demonstration have any pattern consistent with the emphasis in the respective editors' news stories of the event?
3. Does the daily newspaper editor in Wisconsin edit according to his own beliefs, or according to his perceptions of those of the general public?
4. How accurate is the daily newspaper reader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

To investigate these questions the editors on each

of the 27 Wisconsin Daily Newspapers who were involved in making decisions during the processing of news stories regarding the campus demonstration during the 15-day period, February 7-21, were asked to complete a self-

administered questionnaire in June 1969.

The questionnaires were delivered to each editor at his office personally. A letter explaining the thesis project was mailed to the "editor-in-chief" of each newspaper to arrive three days prior to my visit. An introductory cover letter, signed by Harold L. Nelson, director, School of Journalism, accompanied my letter. The completed questionnaires were returned by each newspaper via U. S. mail.

Thirty-four of the 37 newspapers in the state returned completed questionnaires.

The editor questionnaire (see Appendix A) consisted of 32 questions to determine:

1. Demographics.
2. The editor's position with respect to the basic position of each of the three groups: (1) the student protesters, (2) the UW administration, and (3) state and local government officials.
3. The editor's position with respect to the methods employed by each of the three groups in supporting its position.
4. The editor's perception of the public's response to questions concerning the basic positions and methods employed by each of the three groups.
5. The editor's views regarding factors generally considered important in "news play."
 - a. Headline size--single vs. multi-column.
 - b. Preferential position on the page.
 - c. Story length.
 - d. Use of accompanying photographs.
 - e. The page on which a story appears.

The questionnaires were delivered to each editor at his office personally. A letter explaining the theme project was mailed to the "editor-in-chief" of each newspaper to arrive three days prior to my visit. An introductory cover letter, signed by Harold E. Nelson, Director, School of Journalism, accompanied my letter. The completed questionnaires were returned by each newspaper via U. S. mail.

A summary of the 37 newspapers in the state returned completed questionnaires.

The editor questionnaires (see Appendix B) consisted of 32 questions to respondents:

1. Demographic.
2. The editor's position with respect to the basic position of each of the three groups: (1) the student protesters, (2) the VA administration, and (3) state and local government officials.
3. The editor's position with respect to the methods employed by each of the three groups in supporting its position.
4. The editor's perception of the public's response to questions concerning the basic position and methods employed by each of the three groups.
5. The editor's view regarding factors generally considered important in "news play."
 - a. Headline size--single vs. multi-column.
 - b. Editorial position on the page.
 - c. Story length.
 - d. Use of accompanying photographs.
 - e. The page on which a story appears.

To investigate questions #1 and #2 set forth on page 30 the stated position of the newspaper editor ascertained in this questionnaire with respect to the basic positions of, and methods employed by each of the three groups are compared against an analysis of the newspaper coverage of the demonstrations.

A preliminary content analysis of Wisconsin daily newspapers published during the 15-day period, February 7-21, revealed that analysis of newspaper story content with a view to determining differences in editors' presentation of stories concerning the demonstrations would not be satisfactory--most of the stories were from the AP and UPI wires and were printed, unchanged, in a majority of the newspapers.

It was expected, however, that an analysis of headline content in individual newspapers would reveal patterns of attitude which would correspond to, or at least not conflict with, the editor's stated positions.

Additionally, it was expected that an analysis of the "news play" given to stories would reveal patterns of attention afforded by individual newspapers. Further, it was anticipated that these patterns would provide a measure of the emphasis in the presentation of the news stories which could then be compared with the differences in editor position as determined from the editor questionnaire.

To derive an "attention score" for an individual

To investigate questions #1 and #2 see Table on page 30. The stated position of the newspaper editor is established in this questionnaire with respect to the basic positions of, and methods employed by each of the three groups are compared against an analysis of the newspaper coverage of the demonstrations.

A preliminary content analysis of Wisconsin Daily newspapers published during the 15-day period, February 7-21, revealed that analysis of newspaper story content with a view to revealing differences in editors' presentation of stories concerning the demonstrations would not be satisfactory--most of the stories were from the AP and UPI wires and were printed, unchanged, in a majority of the newspapers.

It was expected, however, that an analysis of headline content in individual newspapers would reveal patterns of articles which would correspond to, or at least not conflict with, the editor's stated position.

Additionally, it was expected that an analysis of the "news play" given to stories would reveal patterns of attention afforded by individual newspapers. Further, it was anticipated that these patterns would provide a means of the analysis in the presentation of the news stories which could then be compared with the differences in editor position as determined from the editor questionnaire. To derive an "attention score" for an individual

newspaper over the 15-day period a scoring procedure was developed on the basis of the editors' responses to questions in the editor questionnaire regarding "news play."

The questions queried the editors as to the relative importance of (1) single-column headlines as opposed to multi-column headlines; (2) stories placed above the "fold" of any page as opposed to stories placed below the "fold"; (3) stories that run three-fourths of a column or longer as opposed to stories that run less than that in length; (4) stories with an accompanying photograph as opposed to stories without a photograph; and (5) stories appearing on page one, or on the principal page of any departmental section contrasted to stories appearing elsewhere in the newspaper. The complete presentation of responses with regard to these five criteria is presented in Table 1.

TABLE 1
EDITOR JUDGMENTS BY FACTORS GENERALLY
CONSIDERED IMPORTANT IN "NEWS PLAY"

Editor Attitude	Headline Size	Position on Page	Length 3/4 Col.	Accompanying Photograph	Page
Agree	74%	74%	49%	28%	89%
Neutral	--	5	9	9	3
Disagree	23	18	36	57	6
Don't Know	3	3	6	6	2
Total	100%	100%	100%	100%	100%
Number of Cases	65	65	65	65	65

over a period of 12 days. A coding procedure was developed in the area of the editor's response to questions in the editor's questionnaire regarding "news play." The questions queried the editor as to the relative importance of (1) single-column headlines as opposed to multi-column headlines; (2) stories placed above the "fold" of any page as opposed to stories placed below the "fold"; (3) stories that run the length of a column or longer as opposed to stories that run less than that length; (4) stories with an accompanying photograph as opposed to stories without a photograph; and (5) stories appearing on page one, or on the principal page of any departmental section compared to stories appearing elsewhere in the newspaper. The complete presentation of responses with regard to these five criteria is presented in Table I.

TABLE I
EDITOR JUDGMENTS BY FACTORS GENERALLY
CONSIDERED IMPORTANT IN "NEWS PLAY"

Editor	Headline size	Position on page	Length 3/4 col.	Accompanying Photograph	Page
Agree	70%	71%	40%	100%	100%
Neutral	-	2	8	0	3
Disagree	23	10	52	0	2
Don't know	3	1	0	0	3
Total	100%	100%	100%	100%	100%
Cases	63	63	63	63	63

There was general agreement among the editors, for the most part without qualification, that the first, second and fifth criteria were, in fact, indicators of a story's importance. Several editors commented, however, that some differentiation should be made between various sizes--horizontal size--of multi-column headlines. The third and fourth criteria received a wide split of opinion among the editors. Four out of every ten editors indicated that length should not be considered an indicator of story importance; more than half the editors stated that photographs accompanying stories were not indicators of importance, but rather, were indicators of availability.

The "attention score" developed for this study was designed on the basis of these figures. The fourth criterion was dropped as a measure of importance. The third criterion was altered. Rather than measure stories to assign a point score each was measured in column inches to determine an average length-per-story. The first and fifth criteria were also slightly changed.

Thus, to derive the "attention score" for each newspaper every item concerning the February campus demonstrations in the paper was scored as follows:

1. Five points were assigned to any item with a headline one column in width. Ten points were assigned to any item with a headline that occupied horizontally two columns or more in width, except that a headline that occupied half the number of columns of the page or greater was assigned fifteen points.

There was general agreement among the editors, for the most part without qualification, that the first amount and size estimates were, in fact, indicators of story's importance. Several editors commented, however, that some differentiations should be made between various sized-horizontal lines of multi-column headlines. The chief and lesser editors received a wide range of opinion among the editors. Four out of every ten editors indicated that length should not be considered an indicator of story importance; some even said the editors stated that photographs accompanying stories were not indicators of importance, but rather, were indicators of availability. The "attention score" developed for this study was designed on the basis of these figures. The fourth criterion was dropped as a measure of importance. The third criterion was altered. Rather than measure stories to assign a point score each was measured in column inches to determine an average length-percentage. The first and fifth criteria were also slightly changed.

Thus, to derive the "attention score" for each newspaper every line concerning the laboratory campus construction in the paper was scored as follows:

- i. Five points were assigned to any line with a headline one column in width. Ten points were assigned to any line with a headline that occupied horizontally two columns or more in width, except that a headline that occupied half the number of columns of the page or greater was assigned fifteen points.

2. Five points were assigned to any story appearing above the "fold" of any page. To be considered above the "fold," the first line of the headline of the story had to appear above the "fold."
3. Five points were assigned for any article appearing on page one, the editorial page, or the principal page of any departmental section.

Pictures and cartoons accompanying an item, as were headlines, were considered part of the story and were included when determining the number of column inches of the item. When published without an accompanying story pictures and cartoons were scored in the manner outlined above.

As such, any one item concerning the campus demonstrations in Madison in any newspaper could receive an "attention score" ranging from five to 25 points, depending upon where and how it was "played." Further, a mean "attention score" for each newspaper was obtained to facilitate comparisons of news play between newspapers.

To judge headline content in an individual newspaper over the 15-day period each headline in each newspaper concerning the campus demonstrations was scored by a panel of judges as follows:

1. Each headline was judged by three persons for separation into one of three categories: basic position (issue oriented headline), method employed (action oriented headline) and "middle" (where headlines did not fit into either of the first two categories).

Five points were selected to represent the story appearing above the "fold" of any page. To be considered above the "fold," the line of the headline of the story had to appear above the "fold."

Five points were assigned for any article appearing on page one, the editorial page, or the business page of any department section.

Pictures and cartoons accompanying an item, as well as headlines, were considered part of the story and were included when determining the number of column inches of the item. When published without an accompanying story pictures and cartoons were scored in the manner outlined above.

In such, any one item concerning the campus demonstration in Madison in any newspaper could receive an "attention score" ranging from five to 25 points, depending upon what and how it was "played." Further, a mean "attention score" for each newspaper was obtained to facilitate comparisons of news play between newspapers.

To judge headline content in an individual newspaper over the 15-day period each headline in each newspaper concerning the campus demonstration was scored by a panel of judges as follows:

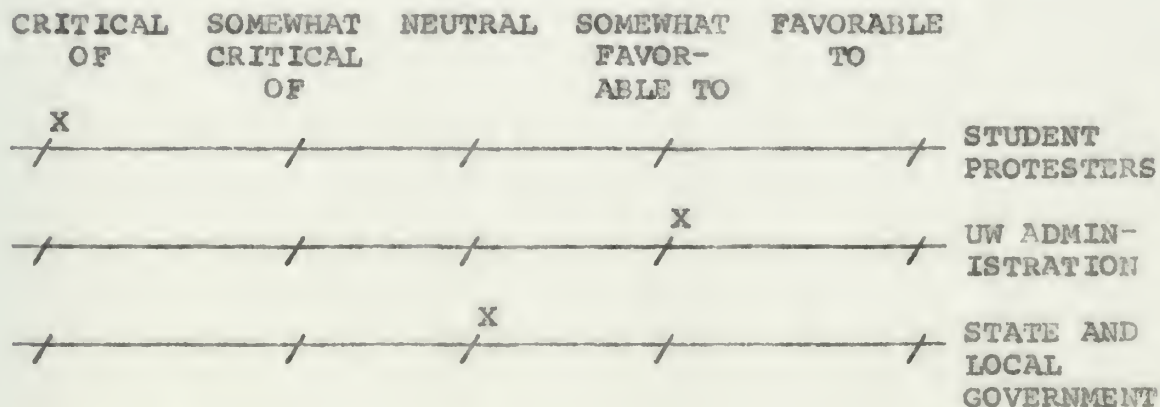
1. Each headline was judged by three persons for separation into one of three categories: main position (lower oriented headline), middle category (middle oriented headline), and "headline" (upper oriented headline). Each headline did not fit into either of the first two categories.

- a. For example, the headline "Knowles Retaliates" is judged a method employed headline--Gov. Knowles acted to support a basic position. The headline "Blacks Give UW List of 13 Demands" is judged a basic position headline--the students set forth their position.
 - b. For those headlines over which there was disagreement a majority of two determined the category.
2. Once separated each headline in each category was scored on a five point scale by ten judges. Each judge was asked for each headline: "Is this headline critical of, neutral, or favorable to (1) the student protesters, (2) the UW administration, and (3) state and local government officials?"

To illustrate:

"UW DISTURBANCE BRINGS WARNING FROM CHANCELLOR"

(Judged by the panel of three judges as an "issue oriented" headline.)



3. Next:

- a. The scores for each of the ten judges for each headline were combined to determine an overall judgment for that headline with respect to each of the three groups.
- b. An overall score for the newspaper with respect to each of the three groups in each of the three headline categories (basic position, method

For example, the headline "Lower salaries" is judged a neutral headline because the headline "State Divs on List of 13 Items" is judged a basic position headline--the students set forth their position.

For those headlines over which there was disagreement a majority of two determined the category.

One separated each headline in each category and scored on a five point scale by the judges. Each judge was asked for each headline: "Is this headline critical of, neutral or favorable to (1) the student protesters, (2) the administration, and (3) state and local government officials?"

To illustrate:

"UN DISTURBANCE BRINGS WALKING FROM CAMPUS"

(Judged by the panel of three judges to be "neutral" headline.)

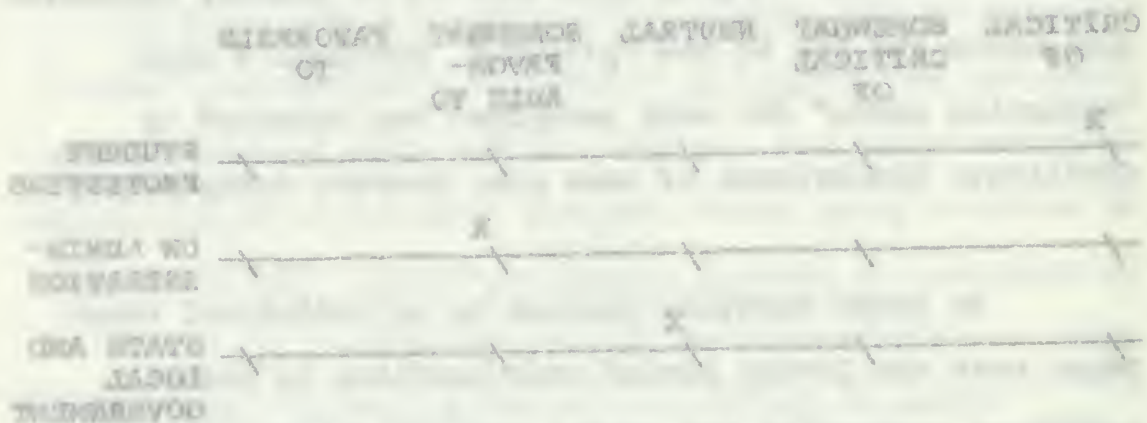


Figure 1

The scores for each of the six judges for each headline were analyzed to determine an overall judgment for each headline with respect to each of the three groups.

An overall score for the newspaper with respect to each of the three groups in each of the three headline categories (basic position, neutral

employed, and "middle") was obtained.

4. Reliability:

- a. There is no doubt as to the subjective nature of an analysis of this sort, and of the need to minimize this in order to achieve as objective a judgment of headline content as possible.

To expect judges, however, to not be biased toward any of the three groups is to be unrealistic. As such, judges with opposing points of view were selected with the expectation that despite their biases their judgments on headline content would agree.

- b. The ten judges were:

1. News Editing instructor, School of Journalism.
2. Magazine editor, State Historical Society of Wisconsin.
3. White graduate student, University of Wisconsin, Major: Library Science.
4. Madison lawyer (an assistant to a judge on the Wisconsin Supreme Court).
5. White undergraduate student, University of Wisconsin, Major: Psychology.
6. Captain, Madison Police Department.
7. Black foreign graduate student, University of Wisconsin, Major: Journalism.
8. Editor, weekly newspaper.
9. Black undergraduate student, University of Wisconsin, Major: Library Science.
10. Director, University of Wisconsin News and Publications Service.

Table 2 (page 38) shows the extent of agreement in the judgment of newspaper headline content among the ten judges against each of the three groups: (1) the student protesters, (2) the UW administration, and (3) state and local government officials. The judgment scores of each individual judge are shown in Appendix C.

employed, and 'ability' was considered.

Reliability:

There is no doubt as to the subjective nature of an analysis of this sort, and of the need to minimize this in order to achieve an objective judgment of headline content as possible.

To expert judges, however, to not be biased toward any of the three groups is to be unrealistic. As such, judges with opposing points of view were selected with the expectation that they would bring their own judgments on headline content would assess.

The ten judges were:

1. Law School Professor, School of Journalism.
2. Magazine editor, State Historical Society of Wisconsin.
3. White graduate student, University of Wisconsin, major: History.
4. White lawyer (an assistant to a judge on the Wisconsin Supreme Court).
5. White undergraduate student, University of Wisconsin, major: Psychology.
6. Captain, Madison Police Department.
7. Black female graduate student, University of Wisconsin, major: Journalism.
8. Editor, weekly newspaper.
9. Black undergraduate student, University of Wisconsin, major: Library Science.
10. Professor, University of Wisconsin Law School, Madison, Wisconsin.

Table 2 (page 38) shows the extent of agreement in

the judgment of newspaper headline content among the ten judges against each of the three groups: (1) the student protesters, (2) the UW administration, and (3) state and local government officials. The judgment scores of each individual judge are shown in Appendix 2.

TABLE 2

COMPOSITE CODER JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS: (1) STUDENT PROTESTERS,
(2) UW ADMINISTRATION, AND (3)
STATE AND LOCAL GOVERNMENT

Judgments Against the Three Groups	Composite Coder Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	83%	4%	30%
Neutral	-	92	-
Favorable	17	4	70
Total	100%	100%	100%
Number of Cases	316	647	33
*Gamma = +.778			
<u>VW Administration:</u>			
Critical	76%	6%	16%
Neutral	-	88	-
Favorable	24	6	84
Total	100%	100%	100%
Number of Cases	22	921	63
*Gamma = +.812			
<u>State and Local Government Officials:</u>			
Critical	74%	3.5%	18%
Neutral	-	93	-
Favorable	26	3.5	82
Total	100%	100%	100%
Number of Cases	5	892	108
*Gamma = +.809			

*Gamma is a statistic which describes the degree of association between two ordinal variables. It is analogous to the Pearsonian r coefficient for interval measurement; however, in terms of statistical significance, a lower Gamma than Pearsonian r coefficient is required. Gamma +.778, for example, indicates a strong positive relationship between

CONDUCTED UNDER SUPERVISION AND CONTROL BY THE DIRECTOR
 AGAINST THE FIVE GROUPS: (1) STUDENT ORGANIZATIONS,
 (2) OF AMERICANIZATION, AND (3)
 WITH THE LOCAL GOVERNMENT.

Judgments Against the Three Groups			Criminal Cases Judgments			
Student:	Critical	Neutral	Favorable	Critical	Neutral	Favorable
Number of Cases	316	667	1000	1000	1000	1000
*Cases = +.778						
<u>The Administration:</u>						
Number of Cases	31	921	1000	1000	1000	1000
*Cases = +.812						
<u>State and Local Government Officials:</u>						
Number of Cases	1000	992	1000	1000	1000	1000
*Cases = +.802						

*Cases in a statistic which reported the degree of
 association between two ordinal variables. It is analogous
 to the Pearsonian coefficient for interval measurement;
 however, in terms of statistical significance, a lower value
 than Pearsonian coefficient is required. Cases +.778, for
 example, indicated a strong positive relationship between

Referring again to questions #1 and #2, a comparison of the judgments of headline content with the data derived from the editor questionnaires should provide a measure of the extent to which an editor's position with regard to a news event influences his presentation of stories of that event. Further, the "attention score" derived for the newspaper should provide a measure of the emphasis in treatment given the stories by the editor.

To investigate questions #3 and #4 set forth on page 30 a series of questions was placed in the interview schedule for Wisconsin State-Wide Survey IX--a survey of Wisconsin residents conducted annually in May and June by the Wisconsin Survey Research Laboratory (see Appendix B).

Each respondent who remembered reading of the February campus demonstrations in his newspaper was asked two groups of questions. Group I questions were concerned with determining the respondent's judgments of his newspaper's position concerning the basic positions of, and methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials during the 15-day period. Group II questions were concerned with determining the respondent's own

the judgments of the ten judges and the composite coder judgments for headlines with respect to the student protester group.

Referring again to questions W1 and W2, a

comparison of the judgments of readers conducted with the data derived from the editor questionnaires should provide a measure of the extent to which an editor's position with regard to a news event influences his presentation of stories of that event. Further, the "attention score" derived for the newspaper should provide a measure of the emphasis in treatment given the stories by the editor.

To investigate questions W3 and W4 set forth on page 30 a series of questions was placed in the interview schedule for Wisconsin State-Wide Survey IX--a survey of Wisconsin residents conducted annually in May and June by the Wisconsin Survey Research Laboratory (see Appendix B). Each respondent who completed reading of the February census questionnaire in his newspaper was asked two groups of questions. Group I questions were concerned with determining the respondent's judgments of his newspaper's position concerning the basic positions of, and methods employed by (1) the student professors, (2) the US administration, and (3) state and local government officials during the 12-day period. Group II questions were concerned with determining the respondent's own

the judgments of the ten judges and the composite scores judges for headlines with respect to the student selected group.

position with regard to the same questions.

In the editor questionnaire (see Appendix A) each editor was asked, in addition to his own position, to respond to the Group II questions from the state-wide survey, but to answer them as though he were a typical member of his community.

An analysis of the responses to the questions in the editor questionnaire and the Group II questions in the state-wide survey with the judgments of headline content by the ten judges should reveal whether Wisconsin daily newspaper editors edit according to their own beliefs, or to their perceptions of those of the general public.

Further, a breakdown of the data from both questionnaires should show the extent of agreement between editors and the general public in their positions, and their perceptions of each others' positions with regard to the news event.

Finally, an analysis of the responses to the Group I questions in the state-wide survey with the judgments of headline content by the ten judges should reveal the accuracy of the Wisconsin daily newspaper reader in judging the position of his newspaper as it reports a news event.

position with regard to the same questions.

In the editor questionnaire (see Appendix B) each editor was asked, in addition to his own position, to respond to the Group II questions from the state-wide survey, but to answer them as though he were a typical member of his community.

An analysis of the responses to the questions in the editor questionnaire and the Group II questions in the state-wide survey with the judgments of headline content by the ten judges should reveal whether Wisconsin daily newspaper editors edit according to their own beliefs, or to their perceptions of those of the general public.

Further, a breakdown of the data from both questionnaires should show the extent of agreement between editors and the general public in their positions, and their perceptions of each others' positions with regard to the news event.

Finally, an analysis of the responses to the Group I questions in the state-wide survey with the judgments of headline content by the ten judges should reveal the accuracy of the Wisconsin daily newspaper reader in judging the position of his newspaper as it reports a news event.

CHAPTER IV

ANALYSIS

Wisconsin Editors

Sixty-five editors on 34 of the 37 Wisconsin daily newspapers returned completed questionnaires. Table 3 shows the distribution of editors who participated by job description.

TABLE 3
PARTICIPATING EDITORS BY JOB DESCRIPTION

Job Description	Participating Editors
Editor-in-Chief	30%
Managing Editor	20
Telegraph Editor	17
City Editor	8
Copy Editor	8
State Editor	3
Other	14
Total	100%
Number of Editors	65

In all, the editors had been engaged in newspaper work an average of 21 years. Their mean age was 45.

The editors were extremely well educated--91 per

APPENDIX IV

TABLE I

Biographic Data

Sixty-five editors on 24 of the 37 newspapers daily

newspapers returned completed questionnaires. Table I shows the distribution of editors who participated by job description.

DISTRIBUTION OF EDITORS BY JOB DESCRIPTION

Job Description	Participating Editors
Editor-in-Chief	10
Managing Editor	20
Telegraph Editor	17
City Editor	9
Copy Editor	5
Special Editor	1
Other	12
Total	105
Number of Editors	62

In all, the editors had been engaged in newspaper work an average of 21 years. Their mean age was 42. The editors were extremely well educated—91 per

cent have one or more years of college work while the 1960 Census showed that only 16 per cent of Wisconsin's adults have received this much formal education. Eighteen editors have Bachelor of Arts degrees in Journalism. Fourteen have completed at least one year of graduate work.

Each of the editors interviewed remembered being involved, either directly or in a supervisory capacity, in preparing copy, writing headlines or planning the layout of news stories of the February 1969 student demonstrations in Madison.

Data regarding the stated positions of the editors with respect to the basic positions of, and methods employed by the student protesters, the UW administration and state and local government officials are shown in Table 4 (page 43).

Six out of ten editors stated that they held opposing views with regard to the basic position of the student protesters. Conversely, nearly half of the editors expressed sympathy with the UW administration's basic position; 65 per cent indicated sympathy for the government officials' basic position.

While there is a similar trend in editor position with respect to the methods employed by the three groups, it is not as pronounced. Though a slight majority of the

and have out of some years of college work while the 1960
 Census showed that only 10 per cent of Wisconsin's editors
 have received this work toward education. Fifteen
 editors have received at least one year of graduate work.
 Fourteen have completed at least one year of graduate work.
 Each of the editors interviewed responded being
 involved, either directly or in a supervisory capacity, in
 preparing copy, writing headlines or planning the layout of
 news stories of the February 1961 student demonstration in
 Madison.

Their regarding the stated positions of the editors
 with respect to the basic positions of the methods
 employed by the student protesters, the UW administration
 and state and local government officials are shown in
 Table 4 (page 43).

Of the 22 editors asked that they held
 opposing views with regard to the basic position of the
 student protesters. Generally, nearly half of the
 editors expressed sympathy with the UW administration's
 basic position; 53 per cent indicated sympathy for the
 government officials' basic position.

While there is a slight trend in editor position
 with respect to the methods employed by the news groups,
 it is not pronounced. Though a slight majority of the

TABLE 4

EDITOR STATED POSITION REGARDING THE BASIC POSITIONS OF, AND METHODS EMPLOYED BY THE THREE GROUPS: (1) STUDENT PROTESTERS, (2) UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT OFFICIALS

Editor Stated Position	Basic Positions of the Three Groups			Editor Stated Position	Methods Employed by the Three Groups		
	(1)	(2)	(3)		(1)	(2)	(3)
Sympathetic	28%	48%	65%	Approve	5%	34%	41%
Neutral	9	30	23	Both	29	30	35
Unsympathetic	62	22	12	Disapprove	58	18	15
Don't Know	1	2	-	Don't Know	8	18	9
Total	100%	100%	100%	Total	100%	100%	100%
Number of Cases	65	65	65	Number of Cases	65	65	65

	02	03	04	05	06				
For reading speed	---	---	---	---	---	---	---	---	---
Letter	---	---	---	---	---	---	---	---	---
Word 1 row	1	5	---	---	---	---	---	---	---
Word 2 row	2	3	---	---	---	---	---	---	---
Word 3 row	3	3	---	---	---	---	---	---	---
Word 4 row	4	3	---	---	---	---	---	---	---
Word 5 row	5	3	---	---	---	---	---	---	---
Word 6 row	6	3	---	---	---	---	---	---	---
Word 7 row	7	3	---	---	---	---	---	---	---
Word 8 row	8	3	---	---	---	---	---	---	---
Word 9 row	9	3	---	---	---	---	---	---	---
Word 10 row	10	3	---	---	---	---	---	---	---
Word 11 row	11	3	---	---	---	---	---	---	---
Word 12 row	12	3	---	---	---	---	---	---	---
Word 13 row	13	3	---	---	---	---	---	---	---
Word 14 row	14	3	---	---	---	---	---	---	---
Word 15 row	15	3	---	---	---	---	---	---	---
Word 16 row	16	3	---	---	---	---	---	---	---
Word 17 row	17	3	---	---	---	---	---	---	---
Word 18 row	18	3	---	---	---	---	---	---	---
Word 19 row	19	3	---	---	---	---	---	---	---
Word 20 row	20	3	---	---	---	---	---	---	---
Word 21 row	21	3	---	---	---	---	---	---	---
Word 22 row	22	3	---	---	---	---	---	---	---
Word 23 row	23	3	---	---	---	---	---	---	---
Word 24 row	24	3	---	---	---	---	---	---	---
Word 25 row	25	3	---	---	---	---	---	---	---
Word 26 row	26	3	---	---	---	---	---	---	---
Word 27 row	27	3	---	---	---	---	---	---	---
Word 28 row	28	3	---	---	---	---	---	---	---
Word 29 row	29	3	---	---	---	---	---	---	---
Word 30 row	30	3	---	---	---	---	---	---	---
Word 31 row	31	3	---	---	---	---	---	---	---
Word 32 row	32	3	---	---	---	---	---	---	---
Word 33 row	33	3	---	---	---	---	---	---	---
Word 34 row	34	3	---	---	---	---	---	---	---
Word 35 row	35	3	---	---	---	---	---	---	---
Word 36 row	36	3	---	---	---	---	---	---	---
Word 37 row	37	3	---	---	---	---	---	---	---
Word 38 row	38	3	---	---	---	---	---	---	---
Word 39 row	39	3	---	---	---	---	---	---	---
Word 40 row	40	3	---	---	---	---	---	---	---
Word 41 row	41	3	---	---	---	---	---	---	---
Word 42 row	42	3	---	---	---	---	---	---	---
Word 43 row	43	3	---	---	---	---	---	---	---
Word 44 row	44	3	---	---	---	---	---	---	---
Word 45 row	45	3	---	---	---	---	---	---	---
Word 46 row	46	3	---	---	---	---	---	---	---
Word 47 row	47	3	---	---	---	---	---	---	---
Word 48 row	48	3	---	---	---	---	---	---	---
Word 49 row	49	3	---	---	---	---	---	---	---
Word 50 row	50	3	---	---	---	---	---	---	---

REPTER FOR THE ABOVE LISTED ITEMS TO BE OBTAINED FROM THE FOLLOWING SOURCES:

(1) BUREAU OF THE ARMY, WASHINGTON, D.C.

(2) BUREAU OF THE NAVY, WASHINGTON, D.C.

(3) BUREAU OF THE AIR FORCE, WASHINGTON, D.C.

(4) BUREAU OF THE MARINE CORPS, WASHINGTON, D.C.

(5) BUREAU OF THE COAST AND GEODETIC SURVEY, WASHINGTON, D.C.

editors (58 per cent) generally disapproved of the methods used by the students to support their basic position they did not overwhelmingly indicate support for the methods employed by the UW administration or government officials. To the contrary, 18 per cent of the editors disapproved of the UW administration's actions; 15 per cent disapproved of the government officials' actions. Further, nearly half the editors either had no opinion, or had mixed reactions of both approval and disapproval concerning the actions taken by the two groups.

One editor, typical of those critical of the students' position and actions, commented:

I pay hard earned money in taxes to support an educational institution for those who wish to further their education. There is no room for those who aren't there for that purpose. Every other adult I know feels the same way.

Like others, however, he was also critical of the University administration and the state and local government:

There has been no effort made to run the University in the way taxpayers expect it to be run. This wishy-washy attitude let the situation get out of hand.

Each editor was also asked to answer the same questions involving the basic positions of, and methods employed by the three groups as he thought a "typical" member of his community might respond.

editor (22 per cent) generally disapproved of the methods used by the students to support their basic position. They did not overwhelmingly indicate support for the methods employed by the administration or government officials. To the contrary, 15 per cent of the editors disapproved of the administration's actions; 12 per cent disapproved of the government officials' actions. Further, nearly half the editors stated that no opinion, or had mixed reactions of both approval and disapproval regarding the actions taken by the two groups.

The editor, typical of those critical of the

students' position and actions, commented:

I pay had earned money in order to support an educational institution for those who wish to further their education. There is no room for those who stand there for that purpose. Every year until I know better the same way.

Like others, however, he was also critical of the

University administration and the state and local govern-

ment:

There has been no effort made to run the University in the way citizens expect it to be run. This is why many students feel the situation get out of hand.

Each editor was also asked to answer the same

questions involving the basic position of the methods

employed by the three groups as he thought a "typical"

member of his community might respond.

The data reported in Table 5 (page 46) reveal that editors perceive that the members of their community were unsympathetic with the student protesters' basic position, but that they agreed with the position taken by the state and local government officials; and further, that the members of their community disapproved of the students' methods, and approved of the action taken by government officials.

There appeared to be a marked difference of opinion among the editors, however, with respect to the view of the stand taken by the University and its actions in support of that stand.

No more than 48 per cent of the editors perceived the typical member of their community to be in unequivocal support of the University's position during the demonstrations. The remaining one-half of the editors, however, did not necessarily see members of their community as being opposed to that position. One out of every ten editors was undecided, and seven per cent claimed that they had no opinion at all on this issue. Approximately one-third of the editors perceived a lack of sympathy with the University's basic position among the members of their community.

There appeared to be a wide divergence of opinion among the editors with respect to their community members'

The data reported in Table 2 (page 45) reveal that editors perceive that the members of their community were sympathetic with the student position, but that they agree with the position taken by the state and local government officials; and further, that the members of their community disapproved of the student methods, and approval of the action taken by government officials.

There appeared to be a marked divergence of opinion among the editors, however, with respect to the view of the state taken by the University and its action in support of that state.

No more than 40 percent of the editors perceived the typical member of their community to be in sympathy with the University's position during the demonstrations. The remaining one-half of the editors, however, did not necessarily see members of their community as being opposed to that position. One out of every ten editors was undecided, and seven per cent claimed that they had no opinion at all on this issue. Approximately one-third of the editors perceived a lack of sympathy with the University's basic position among the members of their community.

There appeared to be a wide divergence of opinion among the editors with respect to their community members'

TABLE 5

EDITOR PERCEPTION OF RESIDENT POSITION REGARDING THE BASIC POSITIONS OF,
AND METHODS EMPLOYED BY THE THREE GROUPS: (1) STUDENT PROTESTERS, (2)
UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT OFFICIALS

Editor Perception of Resident Position	Basic Positions of the Three Groups			Editor Perception of Resident Position	Methods Employed by the Three Groups		
	(1)	(2)	(3)		(1)	(2)	(3)
Sympathetic	4%	48%	81%	Approve	-	28%	59%
Neutral	2	7	5	Both	5	28	30
Unsympathetic	88	34	6	Disapprove	90	29	2
Don't Know	6	11	8	Don't Know	5	15	9
Total	100%	100%	100%	Total	100%	100%	100%
Number of Cases	65	65	65	Number of Cases	65	65	65

view of the action taken by the University to support its position. Approximately one-third of the editors perceived the members of their community as approving the University's actions; in contrast, however, another one-third of the editors perceived them as disapproving of its actions. Twenty-eight per cent of the editors could not indicate a clear-cut picture of the opinions of the members of their community on this issue; the remaining 15 per cent expressed no opinion.

Wisconsin Residents

To learn the views of Wisconsin residents with respect to the February campus demonstrations, 572 citizens from 27 Wisconsin counties were interviewed. The respondents were adults (21 years of age and over) chosen using a multi-stage area probability sample from information available in city directories and census data.¹ The 572 completed interviews represented a response rate of 83 per cent of the eligible residents which were contacted by trained interviewers of the Wisconsin Survey Research Laboratory. The rate of mortality and rejection was quite low. Only 12 per cent of the respondents refused to be interviewed, and the mortality rate was five per cent.

¹For a complete description of the sampling method see Wisconsin Survey Research Laboratory document M-29, "A Description of WSRL's State-Wide Sample."

view of the action taken by the University to support its position. Approximately one-third of the editors perceived the support of their community as approving the University's action; in contrast, however, another one-third of the editors perceived them as disapproving of its action. Twenty-eight per cent of the editors would not indicate a clear-cut picture of the opinions of the members of their community on this issue; the remaining 12 per cent expressed no opinion.

Wisconsin Residents

To learn the views of Wisconsin residents with respect to the Federal Reserve Demonstration, 572 citizens from 27 Wisconsin counties were interviewed. The respondents were asked (1) years of age and over) chosen using a multi-stage area probability sample from information available in city directories and census data.¹ The 572 completed interviews represented a response rate of 83 per cent of the eligible residents which were contacted by trained interviewers of the Wisconsin Survey Research Laboratory. The rate of willingness and rejection was quite low. Only 12 per cent of the respondents refused to be interviewed, and the non-response rate was five per cent.

¹For a complete description of the sampling method see Wisconsin Survey Research Laboratory document W-29, "A Description of WSAI's State-Wide Samples."

With respect to age, family income and education the respondents interviewed were found to be "typical" of the adult population of the State of Wisconsin on the basis of comparisons made with 1960 Census data (see Appendix B). Comparisons of the sample with other state-wide studies on variables such as political party affiliation also revealed the sample to be quite representative of Wisconsin adult citizens.²

Of the respondents interviewed, 478 (84 per cent) read a newspaper published in Wisconsin daily; 402 respondents remembered reading stories in their newspaper concerning the Madison student demonstrations.

Those respondents who remembered reading stories of the demonstrations were asked the same set of questions which were employed in the editor questionnaire to determine the respondents' views regarding the basic positions and the actions of the three groups during the demonstrations. Table 6 (page 49) demonstrates the reactions of the Wisconsin newspaper readers to these questions.

The respondents who remembered reading stories of the demonstrations were extremely strong in their opposition to the basic position and the actions of the student

²William H. Streich, "Political Party Affiliation and Expectations for Local Schools" (Unpublished Ph.D. dissertation, The University of Wisconsin, 1966).

With respect to age, family income and education the respondents interviewed were found to be "typical" of the adult population of the State of Wisconsin on the basis of comparisons made with 1950 Census data (see Appendix 2). Comparisons of the sample with other statewide studies on variables such as political party affiliation also revealed the sample to be quite representative of Wisconsin adult citizens.²

Of the respondents interviewed, 478 (54 per cent) read a newspaper published in Wisconsin daily; 402 respondents commented reading stories in their newspaper concerning the Madison student demonstrations.

Those respondents who remembered reading stories of the demonstrations were asked the same set of questions which were employed in the editor questionnaire to determine the respondents' views regarding the basic positions and the actions of the three groups during the demonstrations. Table 4 (page 49) demonstrates the reactions of the Wisconsin newspaper readers to these questions.

The respondents who remembered reading stories of the demonstrations were extremely strong in their opinion to the basic position and the actions of the student

²William H. Peterson, "Political Party Affiliation and Expectations for Social Change" (Unpublished Ph.D. dissertation, The University of Wisconsin, 1955).

TABLE 6

READERS' STATED POSITION REGARDING THE BASIC POSITIONS OF, AND METHODS EMPLOYED BY THE THREE GROUPS: (1) STUDENT PROTESTERS, (2) UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT OFFICIALS

Resident Stated Position	Basic Positions of the Three Groups			Resident Stated Position	Methods Employed by the Three Groups		
	(1)	(2)	(3)		(1)	(2)	(3)
Sympathetic	10%	56%	61%	Approve	1%	44%	52%
Neutral	15	17	20	Both	8	13	16
Unsympathetic	69	18	12	Disapprove	84	25	21
Don't Know	6	9	7	Don't Know	7	18	11
Total	100%	100%	100%	Total	100%	100%	100%
Number of Cases	402	402	402	Number of Cases	402	402	402

protesters. Their reasons given for disapproving of the methods employed by the students are shown in Table 7.

TABLE 7

REASONS GIVEN BY READERS WHO DISAPPROVED OF THE
METHODS USED BY THE STUDENT PROTESTERS

Reasons for Disapproving Students' Methods	% of Readers Disapproving	% of Total Readers
Violence, force is wrong	20	17
Destroying property is wrong	12	10
No reason exists to demonstrate	11	9
Better ways exist to reach goals	11	9
Wrong to infringe on others' rights	9	7
Students should be in school to learn	8	7
Students would get farther by talking	7	6
Other miscellaneous reasons	22	19
Did not disapprove	-	16
Total	100%	100%
Number of Cases	334	402

The majority of residents who read a daily Wisconsin newspaper (Table 6) were sympathetic to the basic positions of the University and the government officials.

There is no strong consensus among Wisconsin newspaper readers, however, with regard to the methods employed by the University and government officials to support their

professors. Their reasons given for disapproving of the methods employed by the students are given in Table 7.

TABLE 7
REASONS GIVEN BY STUDENTS WHO DISAPPROVED OF THE METHODS USED BY THE STUDENT PROFESSORS

Reason for Disapproving Methods, Methods	% of Students Disapproving	N of Total Students
Violence, force is wrong	20	17
Destroying property is wrong	12	10
No reason exists to demonstrate	11	9
Better ways exist to reach goals	11	9
Wrong to interfere on others' rights	8	7
Students should be in school to learn	8	7
Students would get further by talking	7	6
Other miscellaneous reasons	22	18
Did not disapprove	-	18
Total	100%	100%
Number of Cases	334	401

The majority of students who read a daily Wisconsin newspaper (Table 6) were sympathetic to the positions of the University and the government officials. There is no strong consensus among Wisconsin newspaper readers, however, with regard to the methods employed by the University and government officials to support their

respective positions. As indicated by the data in Table 6, the "average" newspaper reader in the state is twice as likely to support as to oppose the methods of the two groups. But a considerable number of them--approximately one out of every four--oppose the actions of the two groups. One-sixth of the newspaper readers in the state both approved and disapproved of the groups' actions; the remainder were undecided.

The reasons given by the Wisconsin newspaper readers who approved the actions of the University during the demonstrations are shown in Table 8. The two most frequently mentioned are: (1) the belief that the University did the best it could, and (2) its actions brought the demonstrators under control. Together, these two arguments are presented by approximately three out of every five persons who approved the University's actions. The Wisconsin newspaper readers who disapproved of the actions of the University did so for a variety of reasons (Table 9). By far the most important is the conviction that the University was too lenient in its handling of the situation. Five out of every ten readers felt that the University administration should have acted more strongly to bring the demonstrators under control.

Each of the residents in the sample who read a Wisconsin daily newspaper was asked, in addition, to judge

respective positions. As indicated by the data in Table 6, the "average" newspaper leader in the study is twice as likely to support as to oppose the needs of the two groups. Not a considerable number of them--approximately one out of every four--oppose the actions of the two groups. One-third of the newspaper leaders in the study both approved and disapproved of the groups' actions; the remainder were undecided.

The reasons given by the Wisconsin newspaper leaders who approved the actions of the university during the demonstration are shown in Table 8. The two most frequently mentioned are: (1) the belief that the university did the best it could, and (2) the action brought the demonstrators under control. Together, these two arguments are presented by approximately three out of every five persons who approved the university's actions. The Wisconsin newspaper leaders who disapproved of the actions of the university did so for a variety of reasons (Table 9). By far the most important is the conviction that the university was too lenient in its handling of the situation. Five out of every ten leaders felt that the university administration should have used more strategy to bring the demonstrators under control.

Each of the residents in the sample who had a Wisconsin daily newspaper was asked, in addition, to judge

TABLE 8

REASONS GIVEN BY READERS WHO APPROVED OF THE METHODS
EMPLOYED BY THE UW ADMINISTRATION

Reasons for Approving of UW's Methods	% of Readers Approving	% of Total Readers
UW did the best it could; it did the right thing	39	17
UW brought demonstrators under control	18	8
Students shouldn't run colleges	14	6
UW used restraint; reason	9	4
Other miscellaneous reasons	20	9
Did not approve	-	56
Total	100%	100%
Number of Cases	180	402

TABLE 9

REASONS GIVEN BY READERS WHO DISAPPROVED OF THE METHODS
EMPLOYED BY THE UW ADMINISTRATION

Reasons for Disapproving of UW's Methods	% of Readers Disapproving	% of Total Readers
UW was too lenient; should have acted more strongly	53	14
UW should have used more restraint	16	4
"Rebels" should have been expelled	11	2.5
UW acted too slowly	11	2.5
Other miscellaneous reasons	9	2
Did not disapprove	-	75
Total	100%	100%
Number of Cases	99	402

his newspaper's position in regard to the basic positions of, and methods employed by the three groups during the February demonstrations. Table 10 shows the distribution of responses to these questions.

There appeared to be a wide divergence of opinion among Wisconsin newspaper readers concerning the positions of their newspapers. Only with regard to the newspapers' position concerning the methods employed by the student protesters was there a pronounced agreement to any one question. Fifty-eight per cent of the readers in the state perceived their newspapers as being opposed to the students' actions. On the other five questions approximately one-fourth of the Wisconsin newspaper readers perceived their newspaper as favoring the basic positions and approving of the actions of the three groups; approximately one-fourth of them saw their newspapers as being opposed. The remainder expressed no opinion on the question, or were undecided.

Headline Judgments

To judge the headline content of the 37 daily newspapers published over the 15-day period each headline in each newspaper concerning the campus demonstrations was scored by two panels of judges.

The first panel, consisting of three judges, separated each headline into one of three categories: basic

his newspaper's position in regard to the basic positions of, and methods employed by the three groups during the February demonstrations. Table 10 shows the distribution of responses to these questions.

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Headline Judgments

To judge the headline content of the 17 daily newspapers published over the 15-day period, each headline in each newspaper concerning the campus demonstrations was scored by two panels of judges.

The first panel, consisting of three judges, separated each headline into one of three categories: basic

TABLE 10

READERS' PERCEPTION OF THEIR NEWSPAPERS' POSITION REGARDING THE BASIC POSITIONS OF, AND METHODS EMPLOYED BY THE THREE GROUPS: (1) STUDENT PROTESTERS, (2) UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT OFFICIALS

Resident Perception of Newspaper Position	Basic Positions of the Three Groups			Resident Perception of Newspaper Position	Methods Employed by the Three Groups		
	(1)	(2)	(3)		(1)	(2)	(3)
Sympathetic	20%	26%	21%	Approve	8%	29%	26%
Neutral	35	36	43	Both	17	21	32
Unsympathetic	31	21	21	Disapprove	58	26	21
Don't Know	14	17	15	Don't Know	17	24	21
Total	100%	100%	100%	Total	100%	100%	100%
Number of Cases	402	402	402	Number of Cases	402	402	402

position (issue oriented headline), method employed (action oriented headline) and "middle" (where headlines did not fit into either of the first two categories). The results of their judgments are shown in Table 11.

TABLE 11

SEPARATION OF HEADLINES INTO BASIC POSITION, METHOD EMPLOYED, AND "MIDDLE" CATEGORIES

Group	N	Per Cent
Basic Position (BP)	160	16
"Middle" (M)	335	33
Method Employed (ME)	521	51
Total	1,016	100%

Once separated by the first panel, each headline in each category was scored on a five point scale by the second panel (ten judges). Each judge was asked for each headline: "Is this headline critical of, neutral, or favorable to (1) the student protesters, (2) the UW administration, and (3) state and local government officials?"

After the judging the scores from each member of the panel for each headline were combined to determine an overall judgment for that headline for each of the three groups. Finally, an overall score for each newspaper with respect to each of the three groups in each of the three

position (issue oriented headlines), method employed (action oriented headlines) and "middle" (work headlines did not fit into either of the latter two categories). The results of their judgments are shown in Table II.

TABLE II
SEPARATION OF HEADLINES INTO BASIC POSITION, METHOD EMPLOYED, AND "MIDDLE" CATEGORIES

Group	N	Per Cent
Basic Position (BP)	160	15
"Middle" (M)	325	31
Method Employed (ME)	521	51
Total	1,016	100%

Once separated by the first panel, each headline in each category was scored on a five point scale by the second panel (ten judges). Each judge was asked for each headline: "Is this headline critical of, neutral, or favorable to (1) the student protesters, (2) the UN administration, and (3) state and local government officials?"

After the judging the scores from each member of the panel for each headline were combined to determine an overall judgment for that headline for each of the three groups. Finally, an overall score for each category with respect to each of the three groups in each of the three

headline categories was obtained. Table 12 (page 57) shows the judgments of headlines by the second panel against each of the three groups: students, UW administration, and government officials for the 37 Wisconsin daily newspapers.³

The judgments reported in Table 12 reveal the belief on the part of the second panel of judges that a strong majority of the headlines in Wisconsin's daily newspapers over stories regarding the February student demonstrations were neutral. Six out of every ten headlines were judged neutral with respect to the student protesters; nine out of every ten were judged neutral with respect to the UW administration and state and local government officials.

The data do reveal, however, differences in levels of neutrality between the three groups worthy of note. There is a marked tendency for the headlines to be judged as being critical of the student protesters. In contrast, there is a slight tendency for the headlines to be judged as being favorable to the University administration and government officials. Thirty-one per cent of the headlines were judged critical of the students, three per cent were judged favorable; two per cent of the headlines were judged

³For breakdowns by individual newspapers see Appendix C.

headline categories was obtained. Table II (page 27) shows the judgments of headlines by the second group against each of the three groups: students, the administration, and government officials for the St. Louis Daily News-Examiner.²

The judgments reported in Table II reveal the belief on the part of the second group of judges that a strong majority of the headlines in Wisconsin's Daily News-Examiner were neutral regarding the Federal student papers over actions regarding the Federal student demonstrations were neutral. Six out of every ten headlines were judged neutral with respect to the student protesters; nine out of every ten were judged neutral with respect to the St. Louis administration and seven out of every ten were judged neutral with respect to government officials.

The data do reveal, however, differences in beliefs of neutrality between the three groups worthy of note. There is a marked tendency for the headlines to be judged as being critical of the student protesters. In contrast, there is a slight tendency for the headlines to be judged as being favorable to the University administration and government officials. Thirty-one per cent of the headlines were judged critical of the students, three per cent were judged favorable, two per cent of the headlines were judged

²For breakdowns by individual newspapers see: Appendix C.

TABLE 12

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS: (1) STUDENT PROTESTERS, (2) UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT OFFICIALS FOR THE 37 WISCONSIN DAILY NEWSPAPERS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	BP	M	ME	BP	M	ME	BP	M	ME
Critical	26%	21%	39%	31%	5%	3%	1%	2%	-	1%	1%	1%
Neutral	63	73	58	63	74	89	95	91	92	90	85	89
Favorable	7	4	2	3	19	5	4	6	7	6	13	9
Not Determined	4	2	1	3	2	3	-	1	1	3	1	1
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Cases	160	335	521	1,016	160	335	521	1,016	160	335	521	1,016

CHINA	332	251	1079	180	332	337	1019	180	332	337	1019
NUMBER OF											
Labels											
Ref. Information	4	3	7	3	3	2	1	1	3	1	1
ISLANDS	1	4	3	10	2	0	0	1	0	11	0
WATER	03	13	28	10	20	22	11	25	20	07	00
CUTTING	324	314	304	314	34	34	34	-	12	14	10
Reference	ON INFORMATION										
Reference	Reference										

CLAUDE FOR THE 31 MARCH 1917. MARCH 1917
 (3) ON INFORMATION, THE (2) STATE THE TOTAL COLLECTED
 REFERENCE INFORMATION OF THE BUREAU UNDER THE LABEL NUMBER: (1) STATES.

AVRIL 13

critical of the University, six per cent were judged favorable; one per cent of the headlines were judged critical of government officials, nine per cent were judged favorable.

A scrutiny of the judgments within headline categories under each of the three groups reveals a number of interesting differences. Within the method employed category there appears to be a strong tendency for the headlines to be judged as being critical (39 per cent) of the student protesters. However, the judges are virtually unanimous in judging the same headlines as being neutral with regard to the University administration and government officials.

Within the basic position category one headline out of every four is judged to be critical of the students. One out of every five headlines in the category, however, is judged to be favorable to the UW administration. All but seven per cent of the headlines in the basic position category are judged as being neutral with regard to state and local government officials.

Attention Score

To derive a measure of the emphasis in the treatment ("news play") afforded stories concerning the February student demonstrations by Wisconsin daily newspapers an "attention scoring procedure" was developed on the basis of

critical of the University, six per cent were judged favorable; one per cent of the headlines were judged critical of government officials, nine per cent were judged favorable.

A scrutiny of the headlines within headings categories under each of the three groups reveals a number of interesting differences. Within the second category there appears to be a strong tendency for the headlines to be judged as being critical (39 per cent) of the student protesters. However, the judgments are virtually unanimous in judging the same headlines as being neutral with regard to the University administration and government officials.

Within the third position category one headline out of every four is judged to be critical of the students. One out of every five headlines in the category, however, is judged to be favorable to the UW administration. All but seven per cent of the headlines in the third position category are judged as being neutral with regard to state and local government officials.

Attitude Scale

To derive a measure of the response in the protest movement ("new play") extended scales concerning the University student demonstrations by Wisconsin daily newspapers an "attitude scoring procedure" was developed on the basis of

editors' responses to a number of questions in the editor questionnaire. Every news item relating to the demonstrations in every newspaper was assigned a score ranging from five to 25 points, depending upon where and how the story was "played." Additionally, total story length and mean story length in column inches was determined for each newspaper.⁴

In general, stories with headlines judged to be in the basic position and "middle" categories averaged 22 inches in length and received a mean attention score ranging from 15.7 to 16.4 (see Table 13). In sharp contrast are the stories with headlines judged to be in the method employed category. The mean story length for these headlines--33.7 inches--is 11 inches greater than the mean story length in the other categories. Further, the mean attention score--19.8--is nearly four points greater.

TABLE 13

ATTENTION SCORES AND STORY LENGTH BY THE THREE CATEGORIES OF HEADLINES FOR THE 37 WISCONSIN DAILY NEWSPAPERS

Attention Scores	Three Categories of Headlines			
	BP	M	ME	Mean
Mean Score	15.7	16.4	19.8	18.1
Mean Length	22.0	22.1	33.7	28.1
Total Length	3,528	7,395	17,602	
Number of Cases	160	335	521	

⁴For breakdowns by individual newspaper see Appendix C.

...response to a number of questions in the editor-
 questionnaire. Every news item relating to the disaster-
 tions in every newspaper was assigned a score ranging from
 five to 25 points, depending upon where and how the story
 was "played." Additionally, total story length and mean
 story length in column inches was determined for each news-
 paper.⁴

In general, stories with headlines judged to be in
 the main position and "middle" categories averaged 11
 inches in length and received a mean attention score
 ranging from 12.7 to 18.4 (see Table 13). In general,
 content are the stories with headlines judged to be in the
 method employed category. The mean story length for these
 headlines--11.7 inches--is 11 inches greater than the mean
 story length in the other categories. In fact, the mean
 attention score--12.8--is nearly four points greater.

TABLE 13

ATTENTION SCORES AND STORY LENGTH BY THE THREE CATEGORIES
 OF HEADLINES FOR THE 27 WISCONSIN DAILY NEWSPAPERS

Attention Scores	Three Categories of Headlines		
	SE	M	SW
Mean Score	12.8	16.4	12.7
Mean Length	13.1	23.1	12.0
Total Length	17,002	7,332	3,228
Number of Cases	231	222	160

⁴For breakdown by individual newspaper see Appendix C.

The data in Table 13 appear to lend credence to critics who charge the mass media with giving excessive attention to events at the expense of coverage of the causes and background issues involved. Not only are there over three times as many stories of the campus demonstrations with headlines judged to be in the method employed category than in the basic position category, they are also one-third greater in length and are afforded nearly 20 per cent greater display and typographical emphasis.

Questions #1 and #2

Exploratory questions #1 and #2 asked:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic positions of (1) the student protesters, (2) the UW administration, and (3) state and local government officials with regard to the demonstrations have any pattern consistent with the editors' presentation of news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials in supporting their position during the demonstrations have any pattern consistent with the editors' presentation of news stories of the event?

To investigate these questions the stated positions of the newspaper editors are compared with the mean attention scores for each of the headline categories determined for their respective newspapers, as shown in Tables 14 and 15.

The sharp cleavage between editorial opinion and

The data in Table 1 is used to test the hypothesis that the news media will give more attention to events at the expense of coverage of the news and background issues involved. Not only are there over three times as many stories of the type demonstrated with headlines judged to be in the most emphasized category than in the basic position category, they are also one-third greater in length and are afforded nearly 10 per cent greater display and typographical emphasis.

QUESTIONS #1 AND #2

Exploratory questions #1 and #2 asked:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic position of (1) the student protesters, (2) the UW administration, and (3) state and local government officials which regard to the demonstration have any pattern consistent with the editors' presentation of news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials in supporting their position during the demonstration have any pattern consistent with the editors' presentation of news stories of the event?

To investigate these questions the stated positions

of the newspaper editors are compared with the same attention scores for each of the headline categories determined for their respective newspapers, as shown in

Table 1 and 2.

The sharp disparity between editorial opinion and

TABLE 14

EDITORS' STATED POSITION WITH RESPECT TO THE BASIC POSITIONS OF THE STUDENT PROTESTERS, THE UW ADMINISTRATION, AND STATE AND LOCAL GOVERNMENT OFFICIALS BY MEAN ATTENTION SCORES FOR THEIR RESPECTIVE NEWSPAPERS IN EACH HEADLINE CATEGORY

Headline Categories	Basic Positions											
	Students				UW Administration				Government			
	Sym	N	Unsm	Sym	N	Unsm	Sym	N	Unsm	Sym	N	Unsm
Basic Position (BP)	16.1	15.9	16.8	16.6	15.4	17.2	17.2	15.8	15.7	17.2	15.8	15.7
"Middle" (M)	16.6	16.4	16.4	16.3	15.9	17.5	16.5	15.9	16.6	16.5	15.9	16.6
Methods Employed (ME)	19.8	19.1	19.8	19.4	19.4	20.1	20.0	19.3	19.0	20.0	19.3	19.0
Mean	17.5	17.5	17.5	17.4	16.9	18.2	17.9	17.0	17.1	17.9	17.0	17.1
Number of Cases	511	184	829	606	420	326	772	358	234	772	358	234
Number of Newspapers	13	5	28	21	14	11	25	11	7	25	11	7
Difference of Means (BP vs ME)	3.7	3.2	3.0	2.8	4.0	2.9	2.8	3.5	3.3	2.8	3.5	3.3
Difference of Means (N vs Sym & Unsym)		0.0			0.8			0.5			0.5	

TABLE 15

EDITORS' STATED POSITION WITH RESPECT TO THE METHODS EMPLOYED BY THE STUDENT PROTESTERS, THE UW ADMINISTRATION AND STATE AND LOCAL GOVERNMENT OFFICIALS IN SUPPORTING ITS BASIC POSITION BY MEAN ATTENTION SCORES FOR THEIR NEWSPAPER IN EACH HEADLINE CATEGORY

Headline Categories	Methods Employed									
	Students			UW Administration			Government			
	App	Both	Disap	App	Both	Disap	App	Both	Disap	Disap
Basic Position (BP)	18.6	16.6	16.9	17.3	16.8	17.5	17.5	16.4	15.8	
"Middle" (M)	18.6	16.4	16.2	16.4	16.3	17.3	16.9	16.3	16.7	
Methods Employed (ME)	<u>20.1</u>	<u>19.6</u>	<u>19.8</u>	<u>19.5</u>	<u>19.6</u>	<u>20.2</u>	<u>19.9</u>	<u>19.2</u>	<u>19.5</u>	
Mean	19.1	17.5	17.6	17.7	17.6	18.3	18.1	17.3	17.3	
Number of Cases	126	471	709	544	493	359	602	519	339	
Number of Newspapers	2	12	26	18	14	10	20	17	9	
Difference of Means (BP vs ME)	1.5	3.0	2.9	2.2	2.8	2.7	2.4	2.8	3.7	
Difference of Means (N vs Sym & Unsym)		0.85			0.4			0.4		

Category	1958			1959			1960			1961		
	Number	Percentage	Mean	Number	Percentage	Mean	Number	Percentage	Mean	Number	Percentage	Mean
Males	156	41.7	103	26.4	37.2	203	54.9	37.2	203	54.9	37.2	
	18.1	4.8	11.0	2.9	18.3	4.8	11.0	2.9	18.3	4.8	11.0	
	30.1	8.0	19.8	5.2	30.1	8.0	19.8	5.2	30.1	8.0	19.8	
Females	16.8	4.5	10.3	2.7	13.3	3.5	16.8	4.5	13.3	3.5	16.8	
	18.6	4.9	10.9	2.8	13.2	3.5	18.6	4.9	13.2	3.5	18.6	
	10.4	2.7	6.8	1.8	10.4	2.7	6.8	1.8	10.4	2.7	6.8	

THESE DATA WERE OBTAINED FROM THE 1958-1961 SURVEY OF THE NATIONAL CENTER FOR HUMAN DEVELOPMENT. THE SURVEY WAS CONDUCTED BY THE NATIONAL CENTER FOR HUMAN DEVELOPMENT, UNIVERSITY OF CALIFORNIA, BERKELEY. THE SURVEY WAS DESIGNED BY THE NATIONAL CENTER FOR HUMAN DEVELOPMENT, UNIVERSITY OF CALIFORNIA, BERKELEY. THE SURVEY WAS CONDUCTED BY THE NATIONAL CENTER FOR HUMAN DEVELOPMENT, UNIVERSITY OF CALIFORNIA, BERKELEY.

TABLE 12

the news pages is well founded in the traditions of newspapering, the idea being to separate fact from opinion. Those who subscribe to this tradition of "professional standards" expect the newspaper to present objective facts in its news columns and to express its opinions on these facts in the editorial columns.

The results obtained in this investigation indicate that Wisconsin newspaper editors adhere to these standards. (See Tables 14 and 15, bottom.) Headlines judged to be in the basic position category have mean attention scores ranging from 1.5 to 4.0 points below the method employed category of headlines, regardless of the editors' stated positions. Furthermore, there is very little difference in the overall mean attention scores (less than 1.0, with scores ranging from 0.0 to 0.85) over the three headline categories with regard to the stated positions of the editors. Editors who disapproved of the actions and the position of the student protesters, for instance, gave essentially the same degree of attention--in terms of display and typographical emphasis--as did the editors who indicated approval.

As such, the data show conclusively that there is no consistent pattern regarding the editors' stated positions and the amount of attention given to news stories of the event--at least as far as stories of the February campus demonstrations in Madison are concerned.

the news paper is well founded in the criticism of newspapering, the idea being to secure the best opinion.

Those who subscribe to this tradition of "professional standards" expect the newspaper to present objective facts in its news columns and to express its opinions on those facts in the editorial columns.

The results obtained in this investigation indicate that Wisconsin newspaper editors adhere to these standards. (See Table 1 and 2, below.)

The basic position category has been attention scores ranging from 1.0 to 2.0 points before the method employed category of headlines, regardless of the editor's stated position. Furthermore, there is very little difference in

the overall mean attention scores (less than 1.0, with scores ranging from 0.0 to 0.62) over the three headline categories with regard to the stated positions of the

editor. Editors who disapproved of the action and the position of the student protesters, for instance, gave essentially the same degree of attention in terms of

display and typographical organization as did the editors who indicated approval.

As such, the data show conclusively that there is no consistent pattern regarding the editor's stated

positions and the degree of attention given to news stories of the event--at least as far as stories of the February

editorial demonstration in Madison are concerned.

Questions #3 and #4

Exploratory questions #3 and #4 asked:

3. Does the daily newspaper editor in Wisconsin edit according to his own beliefs, or according to his perceptions of those of the general public?
4. How accurate is the daily newspaper reader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

To investigate these questions the editors' and residents' responses to questions, as listed below, were compared against judgments of their respective newspapers' headline content (see Table 16).

1. Editors' own position with regard to the news event.
2. Editors' perceptions of their readers' position with regard to the news event.
3. Readers' own position with regard to the news event.
4. Readers' perceptions of their newspapers' position with regard to the news event.

Table 16 presents gamma values and the direction of responses; the direction is represented by + and -. For example, gamma $+0.036$ indicates a positive relationship, though very slight, between the editors' stated positions concerning the students' basic position and the judgments of headline content in the editors' respective newspapers. The complete tables, represented here by gamma values, appear in Appendix D.

To answer question #3 attention must be focused on

TABLE 10

Experimental questions 1) and 2) asked:

- 1. How the Daily Newspaper editor in Wisconsin acts according to his own beliefs, or according to the perceptions of those of the general public?
- 2. How accurate is the Daily Newspaper leader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

To investigate these questions the editors' and

readers' responses to questions, as listed below, were compared against judgments of their respective newspapers' headline content (see Table 10).

- 1. Editors' own position with respect to the news event.
- 2. Editors' perceptions of their readers' position with respect to the news event.
- 3. Readers' own position with respect to the news event.
- 4. Readers' perceptions of their newspapers' position with respect to the news event.

Table 10 presents gamma values and the direction of responses; the direction is represented by + and -. For example, gamma +.036 indicates a positive relationship, though very slight, between the editors' stated positions concerning the students' basic position and the judgments of headline content in the editors' respective newspapers. The complete table, represented here by gamma values, appears in Appendix B.

To answer question 3) attention must be focused on

TABLE 16

EDITOR/READER STATED POSITIONS/PERCEPTIONS WITH REGARD TO THE BASIC POSITIONS OF, AND METHODS EMPLOYED BY THE STUDENT PROTESTERS, UW ADMINISTRATION AND STATE AND LOCAL GOVERNMENT OFFICIALS BY HEADLINE JUDGMENT

Three Groups	Editors' Stated Position	Editors' Perception of Publics' Position	Readers' Stated Position	Readers' Perception of Newspapers' Position
	Basic Positions of			
Students	+ .036	+ .407	+ .131	+ .041
UW Administration	+ .049	+ .089	- .065	+ .049
Government	+ .114	+ .339	+ .100	+ .009
	Methods Employed by			
Students	+ .220	+ .167	+ .145	+ .043
UW Administration	+ .028	+ .117	+ .019	- .023
Government	+ .199	+ .266	+ .030	+ .081
Mean Gamma Value	+ .107	+ .231	+ .059	+ .037

the first three columns in Table 16. The data show that there is relatively little relationship (mean gamma +.107) between the editors' stated positions and the direction of newspaper content as determined from judgments of headline content of their newspapers. Only with respect to the editors' position concerning the methods employed by the student protesters (gamma +.220) and the state and local government officials (gamma +.199) is there shown a positive and somewhat noticeable relationship.

There is a marked relationship (mean gamma +.231), however, between the editors' perception of their readers' position on the basic positions of, and methods employed by the three groups and the direction of stories as determined from the judgments of headline content of their newspapers. The association is particularly pronounced with respect to the editors' perception of their readers' position on the basic positions of the student protesters (gamma +.407) and state and local government officials (gamma +.339).

Quite the opposite is found when the relationship between the readers' stated positions and the judgments of headline content of the newspapers they read is considered (mean gamma +.059).

It is evident, then, from the data in Table 16, that there exists--at least as far as can be determined from the content of headlines over stories regarding the February student demonstrations--a perceptible association

the first three columns in Table 18. The data show that there is relatively little relationship (mean gamma = .107) between the editors' stated positions and the direction of newspaper content as determined from judgments of readers.

Only with respect to the editors' position concerning the methods employed by the student protesters (gamma = .250) and the state and local government officials (gamma = .192) is there shown a positive and somewhat noticeable relationship.

There is a marked relationship (mean gamma = .311), however, between the editors' perception of their readers' position on the basic positions of, and methods employed by the three groups and the direction of stories as determined from the judgments of readers' content of their newspapers. The association is particularly pronounced with respect to the editors' perception of their readers' position on the basic positions of the student protesters (gamma = .407) and state and local government officials (gamma = .332).

Quite the opposite is found when the relationship between the readers' stated positions and the judgments of readers' content of the newspapers they read is considered (mean gamma = .023).

It is evident, then, from the data in Table 18, that there exists--at least as far as can be determined from the content of headlines over stories regarding the February student demonstrations--a perceptible association

between the Wisconsin editors' perceptions of their readers' beliefs and the direction of the stories that appeared in their newspapers. From this it might be inferred that editors may be influenced by their perception of majority opinion within their respective communities.

Judgments of newspaper content aside, additional questions may be raised here: What is the extent of agreement between Wisconsin editors and their readers in their positions, and their perceptions of each others' positions with regard to the basic position of the student protesters, for instance?

To investigate this further the two areas where editors showed the most pronounced tendency to edit according to their perceptions of their readers' positions were chosen for further analysis. Table 17 and Figure 1 show the data breakdowns, again expressed in gamma values, with respect to the editor and resident responses to questions concerning the basic position of the student protesters; Table 18 and Figure 2 show the data breakdowns for their responses to questions concerning the basic position of state and local government officials.

In Tables 17 and 18 and Figures 1 and 2 the letters A through E represent the following:

- A -- Editors' stated position
- B -- Headline judgments
- C -- Editors' perception of their readers' position

between the historical editors' perceptions of their
 contacts' beliefs and the direction of the workers' part
 appeared in their responses. From this it might be
 inferred that editors may be influenced by their perception
 of majority opinion within their respective communities.

Subjects of newspaper content series, additional
 questions may be raised here: What is the extent of worker
 sentiment between Wisconsin editors and their readers in their
 positions, and their perceptions of each others' positions
 with regard to the basic position of the workers?

Generally, for instance
 To investigate this further the two areas where
 editors showed the most pronounced tendency to differ
 according to their perceptions of their readers' positions
 were chosen for further analysis. Table 1 and Figure 1

show the data breakdown, again expressed in graph format,
 with respect to the editor and reader responses to
 questions concerning the basic position of the student
 protesters; Table 1B and Figure 2 show the data breakdown
 for their responses to questions concerning the basic

position of state and local government officials.
 In Table 1A and 1B and Figures 1 and 2 the labels
 A through E represent the following:
 A -- Editors' stated position
 B -- Reading judgments

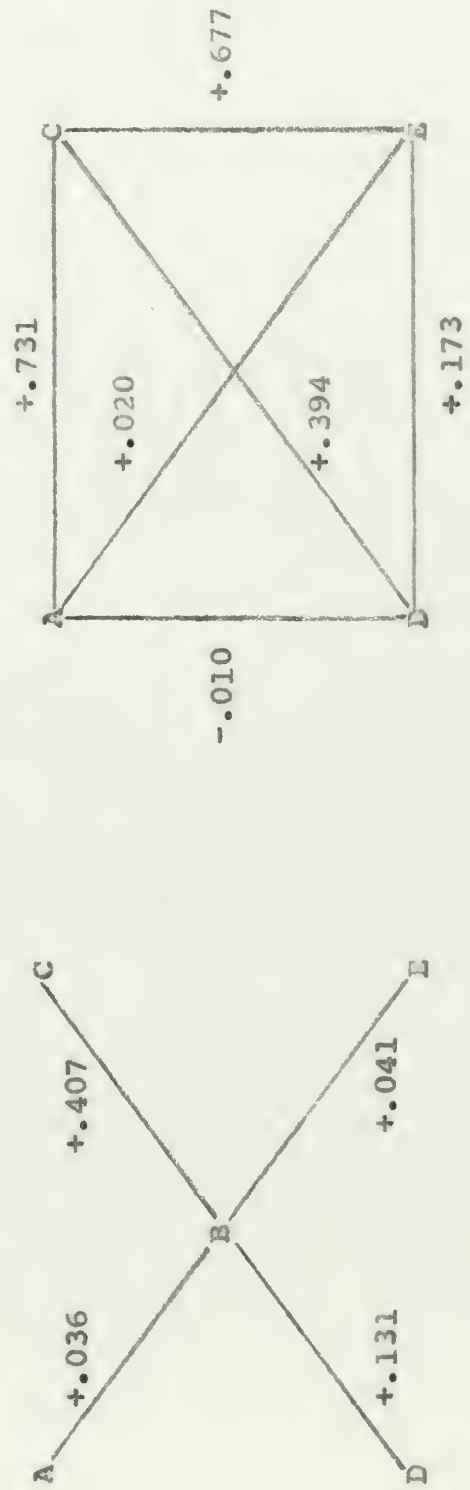
C -- Editors' perception of their readers' position

TABLE 17

AGREEMENT BETWEEN WISCONSIN EDITORS AND WISCONSIN NEWSPAPER READERS
 IN THEIR POSITIONS, AND THEIR PERCEPTIONS OF EACH
 OTHERS' POSITIONS WITH RESPECT TO THE
 STUDENT PROTESTERS' BASIC POSITION

A---B	+0.036	C---B	+0.407	D---B	+0.131	E---B	+0.041
A---D	-0.010	A---E	+0.020	C---D	+0.394	C---E	+0.677
						D---E	+0.173

FIGURE 1
 GRAPHIC DISPLAY OF TABLE 17





ORBITAL DIAGRAM OF IONIC STATE
STATE I

$+010$ V---D	$+030$ V---D	$+111$ V---C	$+224$ D---D	$+011$ C---D	$+117$ D---E
$+030$ V---D	$+011$ C---D	$+131$ D---D	$+131$ D---D	$+011$ C---D	$+011$ C---D

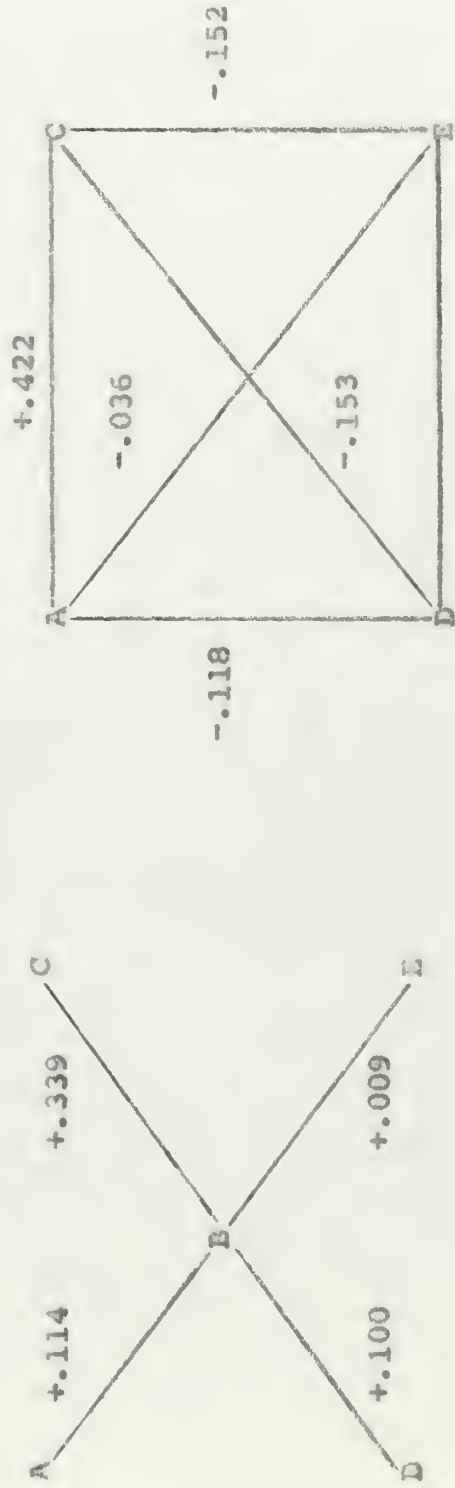
ALSO, POSITIVE, STATE POSITION
OTHER, POSITIVE WITH NEGATIVE ANI,
IS IN THE POSITIVE, AND THE NEGATIVE OF EACH
FURTHER, BEING NEGATIVE WITH NEGATIVE POSITIVE

TABLE 18

AGREEMENT BETWEEN WISCONSIN EDITORS AND WISCONSIN NEWSPAPER READERS
 IN THEIR POSITIONS, AND THEIR PERCEPTIONS OF EACH OTHERS'
 POSITIONS WITH RESPECT TO THE BASIC POSITION OF
 STATE AND LOCAL GOVERNMENT OFFICIALS

A---B	+0.114	C---E	-0.339	D---B	+0.100	E---E	+0.009
A---D	-0.118	A---E	-0.036	A---C	+0.422	C---E	-0.152
				C---D	-0.153	D---E	-0.045

FIGURE 2
 GRAPHIC DISPLAY OF TABLE 18





DYNAMIC DISPLAY OF STATE IS

Figure 1

1110 1000	1111 1001	1100 1010	1101 1011	1000 1000
1111 1001	1100 1010	1101 1011	1000 1000	1000 1000

STATE AND LOGIC COMPONENTS, ALLICATE
 SPECIFIED WITH REFERENCE TO THE LOGIC SOLUTION OF
 TO STATE SOLUTIONS, AND THE SOLUTIONS OF EACH STATE.
 PERMANENT DISPLAY SOLUTIONS AND SOLUTIONS SOLUTIONS

Figure 1a

D -- Readers' stated position

E -- Readers' perception of their newspapers' position

The data show that there is virtually no agreement between editors and their readers concerning the basic position of the student protesters or state and local government officials (gamma $-.010$ and $-.118$). In essence, editors and their readers are as likely to hold the same views on the issues surrounding the positions of the two groups as they are opposing views. Further, there is no agreement between the editors' stated position and their readers' perception of that position with regard to the basic positions of the two groups (gamma $+.020$ and $-.036$).

Interestingly enough, there is a high degree of personal congruency among editors, but not among readers-- that is, readers are as likely to see their newspaper as having the same position as their own as they are to see it having an opposing position. Not only do editors maintain a position with regard to the basic positions of the two groups, they see their readers as holding the same positions (gamma $+.731$ and $+.422$). Gamma values $+.173$ and $-.045$, on the other hand, indicate little personal congruency among readers.

Further analysis reveals that there is a fairly substantial degree of accuracy on the part of Wisconsin editors in judging their readers' position (gamma $+.394$) with respect to the student protesters' basic position.

H -- Readers' stated position

H -- Readers' perception of their newspaper's position

The data show that there is virtually no agreement

between editors and their readers concerning the basic

position of the student protesters of state and local

government officials (gamma = .010 and -.118). In essence,

editors and their readers see as likely to hold the same

views on the issues surrounding the positions of the two

groups as they are opposing views. Further, there is no

agreement between the editors' stated position and their

readers' perception of that position with regard to the

basic positions of the two groups (gamma = .020 and -.032).

Interestingly enough, there is a high degree of

personal congruency among editors, and not among readers--

that is, readers see as likely to see their newspaper as

having the same position as their own as they see to see if

having an opposing position. Not only do editors maintain

a position with regard to the basic positions of the two

groups, they see their readers as holding the same positions

(gamma = .751 and +.432). Gamma values +.173 and -.042, on

the other hand, indicate little personal congruency among

readers.

Further analysis reveals that there is a fairly

substantial degree of accuracy on the part of Wisconsin

editors in judging their readers' position (gamma = .584)

with respect to the student protesters' basic position.

There is a very low degree of accuracy on the part of the editors, however, in their judgments with respect to the government's basic position (gamma $-.153$). It appears to a small degree that the editors overestimated their readers' hostility to the students; and further, that to a somewhat greater degree the editors overestimated their readers' sympathy with the government's basic position.

In summary, there exists a perceptible association between the Wisconsin daily newspaper editors' perceptions of their readers' beliefs concerning the campus demonstrations and the direction of the stories that appeared in their respective newspapers--at least as far as can be determined from headline content. Further, while the editors are correct in judging the direction of their readers' beliefs, they show tendencies toward overestimating the degree of the direction of those beliefs.

To investigate question #4 attention must be directed to column four in Table 16 (page 65): the readers' perception of their newspapers' position compared against the judgments of headline content of the newspapers they read.

If it is assumed, for instance, that newspaper readers are accurate judges of their newspapers' position with regard to news events it should also be expected that the newspapers which the readers perceived as being unsympathetic to the student protesters' basic position

There is a very low degree of accuracy on the part of the editors, however, in their judgments with respect to the government's basic position (Table 1). It appears to all degrees that the editors overestimated their readers' hostility to the students; and further, that to a somewhat greater degree the editors overestimated their readers' sympathy with the government's basic position.

In summary, there exists a perceptible dissociation between the Wisconsin daily newspaper editors' perceptions of their readers' beliefs concerning the campus demonstration and the direction of the articles that appeared in their respective newspapers--at least as far as can be determined from headline content. Further, while the editors are correct in judging the direction of their readers' beliefs, they show considerable errors over-estimating the degree of the direction of those beliefs.

To investigate question of attention must be directed to column four in Table 1 (page 62): the readers' perception of their newspapers' position compared against the judgments of headline content of the newspapers they read.

If it is assumed, for instance, that newspaper readers are accurate judges of their newspapers' position with regard to news events it should also be expected that the newspapers which the readers perceived as being sympathetic to the student protesters' basic position

would carry headline content judged to be critical of the students. Or, in another example, newspapers which readers perceived as being in favor of the actions employed by the students would carry headline content judged to be favorable to the students.

The data in column four of Table 16, however, do not support such assumptions. Rather, the low gamma values, ranging from $-.023$ to $+.081$, indicate very little agreement between the readers' perception of newspaper position, and the newspapers' actual positions as determined from the judgments of headline content.

A close look (see Table 19) at one of the basic tables, shown in Table 16 as gamma $+.041$, illustrates this finding rather clearly.⁵ The readers perceived 25 Wisconsin newspapers as being unsympathetic to the basic position of the student protesters, yet only 32 per cent of their headlines were judged to be critical of the students. The readers perceived 15 newspapers as being sympathetic to the students' basic position, yet a mere three per cent of their headlines were judged to be favorable to the students; 28 per cent were judged as being critical.

The data in Table 19 and in the remaining tables for column four show, too, that despite the readers' view

⁵The remaining five tables for column four, Table 16, are shown in Appendix D.

would carry reading content judged to be critical of the
 students. In another example, newspapers which
 readers perceived as being in favor of the authors
 enjoyed by the students would carry reading content
 judged to be favorable to the students.

The data in column four of Table 10, however, do
 not support such assumptions. Rather, the low gamma
 values, ranging from -.093 to +.001, indicate very little
 agreement between the readers' perception of newspaper
 position and the newspaper's actual position as deter-
 mined from the judgments of reading content.

A closer look (see Table 19) at one of the basic
 ratios, shown in Table 18 as gamma +.041, illustrates this
 finding rather clearly.² The readers perceived 22

Minnesota newspapers as being unfavorable to the basic
 position of the student protesters, yet only 25 per cent of
 their headlines were judged to be critical of the students.
 The readers perceived 12 newspapers as being favorable to
 the students' basic position, yet a mere three per cent of
 their headlines were judged to be favorable to the
 students; 28 per cent were judged as being critical.

The data in Table 19 and in the remaining ratios
 for column four show, too, that despite the readers' view

²The meaning the ratio for column four,
 Table 10, are shown in Appendix B.

of the positions of their newspapers, the vast majority of the headlines in the newspapers they read are judged to be neutral.

TABLE 19

READERS' PERCEPTION OF THEIR NEWSPAPERS' POSITION WITH REGARD TO THE BASIC POSITION OF THE STUDENT PROTESTERS BY HEADLINE JUDGMENTS

Headline Judgments	Readers' Perception of Newspapers' Position			Total
	Sympathetic	Neutral	Unsympathetic	
Favorable	3%	3%	4%	4%
Neutral	69	66	64	65
Critical	<u>28</u>	<u>31</u>	<u>32</u>	<u>31</u>
Total	100%	100%	100%	100%
Number of Cases	542	647	724	1,913
Number of Newspapers	15	22	25	

The conclusions that follow--that the daily newspaper reader in Wisconsin is generally incorrect in judging his newspaper's position, and that he attributes an unwarranted degree of partisanship to it--require qualification, however. As shown earlier (Table 10), more than half of the readers perceived their newspapers as being partisan one way or the other with respect to the actions and positions of the three groups. To the extent

of the position of their newspapers, the great majority of the readers in the newspapers they read are judged to be neutral.

TABLE 19

READERS' REACTION TO THEIR NEWSPAPER'S POSITION WITH REGARD TO THE RACE POSITION OF THE STUDENT BODY AS JUDGED BY HEADLINE JUDGMENTS

Headline Judgment		Readers' Reaction to Newspaper's Position	
Favorable	Neutral	Critical	Total
38	53	10	100
42	64	13	100
100	100	100	100
18	22	25	100
1.213	1.413	1.313	1.913

The conclusions that follow—that the daily newspaper reader in Wisconsin is generally incorrect in judging his newspaper's position, and that he attributes an unwarmed degree of partisanship to it—require qualification, however, as shown earlier (Table 18), since that half of the readers perceived their newspapers as being partisan one way or the other with respect to the nation and position of the three groups. To the extent

that these judgments on the part of the readers involved the newspapers' news columns, as opposed to the editorial columns (the questions asked did not specify which), the readers were generally incorrect in their judgments--a substantial majority of the newspapers' headlines were judged to be neutral.

Nevertheless, it is interesting to note that there was generally no discernible relationship between reader perception and direction of the non-neutral headlines in the newspapers published during the demonstrations. Moreover, the readers of single newspapers generally showed sharp disagreement among themselves with respect to the positions of their newspaper, as is shown in Table 20; and further, they showed a marked tendency to perceive their newspaper as opposing their own stated position.

that these judgments on the part of the readers involved the newspaper's news values, as opposed to the editorial columns (the questions asked did not specify either), the readers were generally incorrect in their judgments. A substantial majority of the newspaper's headlines were judged to be neutral.

Nevertheless, it is interesting to note that there was generally no discernible relationship between reader perception and direction of the non-neutral headlines in the newspapers published during the demonstrations. Moreover, the readers of single newspapers generally showed sharp disagreement from themselves with respect to the positions of their newspaper, as is shown in Table 20; and further, they showed a marked tendency to perceive their newspaper as opposing their own stated position.

The results of the study indicate that the readers of newspapers generally do not perceive the positions of their newspapers as being in line with their own stated positions. This finding is particularly interesting in view of the fact that the readers of newspapers generally do not perceive the positions of their newspapers as being in line with their own stated positions. This finding is particularly interesting in view of the fact that the readers of newspapers generally do not perceive the positions of their newspapers as being in line with their own stated positions.

TABLE 20

MILWAUKEE JOURNAL READERS' PERCEPTION OF THE JOURNAL'S
POSITION WITH RESPECT TO THE ACTIONS AND
POSITIONS OF THE THREE GROUPS

Readers' Perceptions	Basic Position		
	Students	UW Administration	Government
Sympathetic	17%	18%	15%
Neutral	29	29	32
Unsympathetic	31	24	29
Don't Know	23	29	24
Total	100%	100%	100%
	Methods Employed		
Approve	12%	23%	22%
Both	14	17	24
Disapprove	50	30	30
Don't Know	24	30	24
Total	100%	100%	100%
Number of Cases	142	142	142

TABLE 20

MINIMUMS INCREASES IN REVENUE TO THE STATES AND POSITIONS WITH RESPECT TO THE STATES AND POSITIONS OF THE STATES UNDER

Basic Position		Positions	
Students in Administration	Government	Students	Government
124	124	124	124
22	22	22	22
24	24	24	24
24	24	24	24
100	100	100	100
Methods Employed		Methods Employed	
224	224	224	224
24	24	24	24
30	30	30	30
24	24	24	24
100	100	100	100
144	144	144	144

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this investigation was twofold:

First, it aimed to provide an in-depth study of the coverage by the 37 Wisconsin daily newspapers of the February 1969 student demonstrations at The University of Wisconsin-Madison over the 15-day period, February 7-21. Second, it proposed to contribute to mass communication research in two heretofore largely unexplored areas, namely: (1) examining what editors actually do in reporting a news event (as opposed to what they say they do), and (2) determining the differences and similarities between the actual and the perceived views of editors and their audiences with regard to a news event.

Four exploratory questions were set forth to provide direction for the study:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic positions of (1) the student protesters, (2) the UW administration, and (3) state and local government officials with regard to the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials

CHAPTER V

RESULTS AND CONCLUSIONS

The purpose of this investigation was twofold:

First, it aimed to provide an in-depth study of the coverage by the 17 Wisconsin daily newspapers of the February 1968 student demonstrations at the University of Wisconsin-Madison over the 15-day period, February 7-21. Second, it proposed to contribute to news communication research in two heretofore largely unexplored areas, namely: (1) examining what editors generally do in reporting a news event (as opposed to what they say they do), and (2) determining the differences and similarities between the actual and the perceived views of editors and their audiences with regard to a news event.

Four exploratory questions were set forth to

provide direction for the study:

1. Do the stated positions of Wisconsin daily newspaper editors concerning the basic positions of (1) the student protesters, (2) the UW administration, and (3) state and local government officials with regard to the demonstrations have any pattern consistent with the emphasis in the treatment editors gave to news stories of the event?
2. Do the stated positions of Wisconsin daily newspaper editors concerning the methods employed by (1) the student protesters, (2) the UW administration, and (3) state and local government officials

in supporting their basic position during the demonstrations have any pattern consistent with the emphasis in treatment editors gave to news stories of the event?

3. Does the daily newspaper editor in Wisconsin edit according to his own beliefs, or according to his perceptions of those of the general public?
4. How accurate is the daily newspaper reader in Wisconsin regarding his judgment of his newspaper's position with respect to the news event?

The study was conducted in three parts: (1) a survey of the Wisconsin newspaper editors; (2) a survey of Wisconsin residents; and (3) a content analysis of each of the 37 Wisconsin newspapers published during each day in the 15-day period.

As is generally true of such research studies, this one produced numerous pieces of information, numerous insights, several ideas for further investigation, and few concrete conclusions. The methodology developed for this study has much to recommend it, and it could easily be adapted for use in similar investigations--those concerned with political reporting, for instance.

The content analysis methodology employed is an example of a flexible quantification system which can measure such performance characteristics as "news play" and permit direct comparisons of different types and sizes of newspapers. Patterns of newspaper attention to events, and to the issues and actions surrounding events, can be more deeply explored by content analysis of the same newspaper

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deeply explored by content analysis of the news newspaper

sample for different news events, selected on the basis of their occurring within specified geographic locations, and involving different groups of people. The current welfare protest in Madison, for instance, is an example of a news event which would lend itself to this analysis.

The "attention scoring procedure" devised for this investigation, because of the greater number of variables covered by the measure (headline size, item position on the page, and item placement in the newspaper), is more discriminating than the sole measure of column inches, word count or item count. However, though it may appear to offer an alternate technique for content analysis of newspapers it is felt that it is best used along with the more conventional methods in order to account for differences in treatment of news events in publications of dissimilar size.

Findings: Summary and Discussion

To determine answers to the questions listed above the editors of the Wisconsin daily newspapers and a representative sample of their readers were interviewed to determine their positions, and their perceptions of each others' positions, with regard to the basic positions of, and methods employed by the three groups: (1) student protesters, (2) UW administration, and (3) state and local government officials. The data obtained from these

sample for different news events, selected on the basis of their proximity to the specified geographic locations, and involving different groups of people. The current website program in Madison, for instance, is an example of a news event which would lead likely to this analysis.

The "attention scoring procedure" devised for this investigation, because of the greater number of variables covered by the measure (headline size, item position on the page, and item placement in the newspaper), is more discriminating than the size measure of column inches, word count or item count. However, though it may appear to offer an alternative technique for content analysis of news reports it is felt that it is best used along with the more conventional methods in order to account for differences in treatment of news events in publications of dissimilar size.

Final: Summary and Discussion

To determine answers to the questions listed above the editor of the Wisconsin Daily Newspaper and a representative sample of their readers were interviewed to determine their positions, and their perceptions of each others' positions, with regard to the main positions of and methods employed by the three groups: (1) academic, (2) NW administration, and (3) state and local government officials. The data obtained from these

interviews are summarized in Tables 21 and 22.

With regard to the basic positions of the three groups three out of every ten editors stated that they supported the student protesters, nearly half expressed sympathy with the University administration, and six out of every ten indicated support for the government officials. Though a similar number of newspaper readers expressed sympathy for the University and government basic positions, only one out of every ten expressed sympathy with the students' position.

With regard to the methods employed by the three groups a slight majority (58 per cent) of the editors generally disapproved of the methods used by the students in supporting their basic position. The editors did not, however, indicate overwhelming support for the actions taken by the University administration or government officials. Similarly, Wisconsin newspaper readers were extremely strong (84 per cent) in their opposition to the methods used by the students, and there was no strong consensus among them with regard to the actions of the University or state and local government officials.

The data presented in Tables 21 and 22 reveal, also, that Wisconsin editors perceived that the members of their community were unsympathetic with the student protesters' basic position, and that they agreed with the position of the government officials; and further, that the

involvement and summarized in Tables 21 and 22. With regard to the basic positions of the three groups there are 25 ways in which they supported the student position, nearly half expressed sympathy with the university administration, and six out of every ten indicated support for the government officials. Though a similar number of newspaper readers expressed sympathy for the university and government basic positions, only one out of every ten expressed sympathy with the students' position.

With regard to the methods used by the three groups a slight majority (55 per cent) of the editors generally disapproved of the methods used by the students in supporting their basic position. The editors did not, however, indicate overwhelmingly against the extent taken by the university administration or government officials. Similarly, Wisconsin newspaper readers were extremely strong (65 per cent) in their opposition to the methods used by the students, and there was no strong consensus among them with regard to the actions of the University of state and local government officials.

The data presented in Tables 21 and 22 reveal, also, that Wisconsin editors perceived that the number of their community were sympathetic with the student position, basic position, and that they agreed with the position of the government officials; and further, that the

TABLE 21

SUMMARY TABLE: **
 EDITOR/READER RESPONSES TO QUESTIONS CONCERNING THE
 BASIC POSITIONS OF THE THREE GROUPS

Editor/Reader Responses to Questions	Students' Basic Position			
	Editors' Stated Position	Editors' Perception of Publics' Position	Readers' Stated Position	Readers' Perception of Newspapers' Position
Sympathetic	28%	4%	10%	20%
Neutral	9	2	15	35
Unsympathetic	62	88	69	31
Total	99%	94%	94%	86%

	UW Administration's Basic Position			
Sympathetic	48%	48%	56%	26%
Neutral	30	7	17	36
Unsympathetic	22	34	18	21
Total	98%	89%	91%	83%

	Government Officials' Basic Position			
Sympathetic	65%	81%	61%	21%
Neutral	23	5	20	43
Unsympathetic	12	6	12	21
Total	100%	92%	93%	85%

Number of Cases	65	65	402	402

**"Don't know" responses are omitted from this summary table.

TABLE 22

SUMMARY TABLE:**
 EDITOR/READER RESPONSES TO QUESTIONS CONCERNING THE
 METHODS EMPLOYED BY THE THREE GROUPS

Editor/Reader Responses to Questions	Students' Methods Employed			
	Editors' Stated Position	Editors' Perception of Publics' Position	Readers' Stated Position	Readers' Perception of Newspapers' Position
Approve	5%	-	1%	8%
Both	29	5	8	17
Disapprove	58	20	84	58
Total	92%	95%	93%	83%

UW Administration's Methods Employed				
Approve	34%	28%	44%	29%
Both	30	28	13	21
Disapprove	18	29	25	26
Total	82%	85%	82%	76%

Government Officials' Methods Employed				
Approve	41%	59%	52%	26%
Both	35	30	16	32
Disapprove	15	2	21	21
Total	91%	91%	89%	79%

Number of Cases	65	65	402	402

**"Don't know" responses are omitted from this summary table.

members of their community disapproved of the students' actions, but approved of the action taken by the government.

There appeared to be a marked difference of opinion among the editors, however, with respect to the view of the stand taken by the University and its actions in support of that stand.

Among Wisconsin newspaper readers there appeared to be a wide divergence of opinion concerning the positions of their newspaper. Only with regard to the newspapers' position concerning the methods employed by the student protesters was there a pronounced agreement on the part of the readers.

A preliminary content analysis of Wisconsin daily newspapers published during the 15-day period, February 7-21, revealed that analysis of newspaper story content with a view to determining differences in editors' presentation of stories concerning the demonstrations would not be satisfactory--most of the stories were from the AP and UPI wires and were printed, unchanged, in a majority of the newspapers. It was determined, however, that an analysis of headline content might reveal patterns of editor attitude.

To judge the headline content of the 37 newspapers each headline in each newspaper concerning the campus

members of their community disapproved of the students' actions, but approved of the action taken by the government.

There appeared to be a marked difference of opinion among the editors, however, with respect to the view of the stand taken by the University and its actions in support of that stand.

Among Wisconsin newspaper leaders there appeared to be a wide divergence of opinion concerning the position of their newspaper. Only with regard to the newspaper's position concerning the methods employed by the students protesters was there a pronounced agreement on the part of the readers.

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To judge the headline content of the 27 newspapers each headline in each newspaper concerning the events

demonstrations was scored by two panels of judges.

The first panel, consisting of three judges, separated each headline into one of three categories: basic position (issue oriented headline), method employed (action oriented headline) and "middle" (where headlines did not fit into either of the first two categories). The results of their judgments are shown in Table 23--"number of cases."

Once separated by the first panel, each headline in each category was scored on a five point scale by the second panel (ten judges). Each judge was asked for each headline: "Is this headline critical of, neutral, or favorable to (1) the student protesters, (2) the UW administration, and (3) state and local government officials?"

Table 23 shows the judgments of headlines by the second panel against each of the three groups. The data reveal the belief on the part of the judges that a strong majority of the headlines in Wisconsin's daily newspapers over stories regarding the February student demonstrations were neutral. There are, however, discernible differences in levels of neutrality between the three groups.

In addition to analyzing newspaper headline content with a view toward revealing patterns of editor attitude an analysis of the "news play" given to the stories of the demonstrations was conducted.

... was scored by two panels of judges. The first panel, consisting of three judges, separated each headline into one of three categories: basic position (issue oriented headline), method employed (action oriented headline) and "middle" (where headlines did not fit into either of the first two categories). The results of their judgments are shown in Table 13--"number of cases."

Once separated by the first panel, each headline in each category was scored on a five point scale by the second panel (ten judges). Each judge was asked for each headline: "is this headline critical of, neutral, or favorable to (1) the student protesters, (2) the UW administration, and (3) state and local government officials?" Table 13 shows the judgments of headlines by the second panel against each of the three groups. The data reveal the belief on the part of the judges that a strong majority of the headlines in Wisconsin's daily newspapers over scored regarding the University student demonstrations were neutral. There are, however, discernible differences in levels of neutrality between the three groups.

In addition to analyzing newspaper headline content with a view toward revealing patterns of editor attitude an analysis of the "news bias" given to the stories of the demonstrations was conducted.

TABLE 23

SUMMARY TABLE:
 HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS: (1) STUDENT
 PROTESTERS, (2) UW ADMINISTRATION, AND (3) STATE AND LOCAL GOVERNMENT
 OFFICIALS FOR THE 37 WISCONSIN DAILY NEWSPAPERS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	26%	21%	39%	31%	5%	3%	1%	2%	-	1%	1%	1%
Neutral	63	73	58	63	74	89	95	91	92	90	85	89
Favorable	7	4	2	3	19	5	4	6	7	6	13	9
Not Determined	4	2	1	3	2	3	-	1	1	3	1	1
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Cases	160	335	521	1,016	160	335	521	1,016	160	335	521	1,015

Category	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
Unemployed	5	5	5	5	5	5	5	5	5	5	5	5	5
Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	6	6	6	6	6	6	6	6	6	6	6	6	6

Category	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972
Unemployed	5	5	5	5	5	5	5	5	5	5	5	5	5
Employed	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	6	6	6	6	6	6	6	6	6	6	6	6	6

REMARKS: (1) UNEMPLOYMENT RATE INCREASED DURING 1972 DUE TO DECREASE IN EMPLOYMENT. (2) UNEMPLOYMENT RATE INCREASED DURING 1973 DUE TO DECREASE IN EMPLOYMENT. (3) UNEMPLOYMENT RATE INCREASED DURING 1974 DUE TO DECREASE IN EMPLOYMENT.

To derive an "attention score" for an individual newspaper over the 15-day period a scoring procedure was developed on the basis of editors' responses to several questions regarding "news play" in the editor questionnaire. Every news item relating to the demonstrations in every newspaper was assigned a score ranging from five to 25 points, depending upon where and how it was "played." Additionally, total story length and mean story length in column inches was determined for each newspaper.

The data obtained appear to lend credence to those critics who accuse the mass media of "crisis reporting."⁶ (See Table 24.) Not only were there over three times as many stories with headlines judged to be in the method employed category than in the basic position category, they were also one-third greater in length and were afforded nearly 20 per cent greater display and typographical emphasis.

⁶For comments along this line see William L. Rivers and Wilbur Schramm, Responsibility in Mass Communication (New York: Harper & Row, Publisher, 1969), Chapter 6. See also Report of the National Advisory Commission on Civil Disorders (New York: Bantam Books, 1968), Chapter 15.

To arrive at "attention score" for an individual newspaper over the 15-day period a scoring procedure was developed on the basis of editors' responses to several questions regarding "news play" in the editor's office. Every new item related to the demonstration in every newspaper was assigned a score ranging from five to 25 points, depending upon where and how it was "played." Additionally, total word length and news story length in column inches was determined for each newspaper.

The data obtained appear to lend credence to those critics who accuse the mass media of "crisis reporting." (See Table 2.) Not only were there over three times as many stories with headlines judged to be in the method employed category than in the basic position category, they were also one-third greater in length and were allotted nearly 20 per cent greater display and typographical emphasis.

⁸For comments along this line see William L. Rivers and Philip Schram, Responsibility in Mass Communication (New York: Harper & Row, Publishers, 1957), Chapter 6. See also Report of the National Academy of Sciences on Civil Liberties (New York: Random House, 1958), Chapter 11.

TABLE 24

SUMMARY TABLE:
ATTENTION SCORES AND STORY LENGTH BY THE THREE
CATEGORIES OF HEADLINES FOR THE 37
WISCONSIN DAILY NEWSPAPERS

Attention Scores	Three Categories of Headlines			
	BP	M	ME	Mean
Mean Score	15.7	16.4	19.8	18.1
Mean Length	22.0	22.1	33.7	28.1
Total Length	3,528	7,395	17,602	
Number of Cases	160	335	521	

To investigate questions #1 and #2 (page 76) the stated positions of the newspaper editors with respect to the student protesters, University administration and government officials were compared with the mean attention scores and judgments of headline content for each of the headline categories determined for their respective newspapers.

The data show conclusively that there is no consistent pattern regarding the editors' stated position and the amount of attention given to stories of a news event--at least as far as stories of the February campus demonstrations are concerned. Headlines judged to be in the basic position category received mean attention scores

TABLE 20

EXHIBIT TABLE:
ATTENTION SCORES AND STORY LENGTH BY THE THREE
CATEGORIES OF HEADLINES FOR THE 27
WISCONSIN DAILY NEWSPAPERS

Attention Scores	Three Categories of Headlines		
	SP	M	MC
Mean Score	15.7	14.8	12.1
Mean Length	22.0	23.2	22.1
Total Length	3,520	7,392	17,802
Number of Cases	150	222	221

To investigate questions #1 and #2 (page 76) the stated positions of the newspaper editors with respect to the student protests, University administration and government officials were compared with the mean attention scores and judgments of headline content for each of the headline categories determined for their respective newspapers.

The data show conclusively that there is no consistent pattern regarding the editors' stated position and the amount of attention given to stories of a news event--at least as far as scores of the primary category demonstrations are concerned. Headlines judged to be in the basic position category received mean attention scores

nearly four points below the method employed category of headlines, regardless of the editors' stated positions. Further, there was little difference in the overall mean attention scores over the three headline categories with regard to the stated positions of the editors. Editors who approved of the actions and position of the government officials, for instance, gave essentially the same amount of attention--in terms of display and typographical emphasis--as did editors who disapproved.

There did appear, however, to be a weak, but consistent pattern between the editors' stated positions and the direction of newspaper content as determined from the judgments of the headline content of their respective newspapers. The pattern was most noticeable with respect to the editors' position concerning the methods employed by the student protesters and state and local government officials.

To investigate question #3 (page 77) the editors' and readers' positions, and their perceptions of each others' positions, were compared against judgments of their respective newspapers' headline content.

From the data obtained it is evident that there exists--at least as far as can be determined from judgments of the content of headlines over stories regarding the February student demonstrations--a perceptible association

nearly two pages below the section employed category as
 headlines, regardless of the editors' stated positions.
 Further, there was little difference in the overall mean
 attention scores over the three headline categories with
 regard to the stated positions of the editors. Editors who
 approved of the actions and position of the government
 officials, for instance, gave essentially the same amount
 of attention-in terms of display and typographical
 emphasis--to editors who disapproved.
 There did appear, however, to be a weak, but
 consistent pattern between the editors' stated positions
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 the student protesters and state and local governments
 officials.
 To investigate question #3 (page 77) the editors'
 and readers' positions, and their perceptions of each
 others' positions, were compared against judgments of their
 respective newspapers' headline content.
 From the data obtained it is evident that there
 exists--at least as far as can be determined from judgments
 of the content of headlines over scores regarding the
 primary student demonstrations--a perceptible association

between the Wisconsin editors' perceptions of their readers' beliefs and the direction of the stories that appeared in their newspapers. Those editors who perceived their readers to be unsympathetic to the students' basic position, for example, tended to have headlines in their newspapers judged as being critical of the students. The association was particularly pronounced with respect to the editors' perceptions of their readers' position on the basic positions of the student protesters and state and local government officials. One might infer from this finding that editors may be influenced by their perception of majority opinion within their respective communities.

Bernard Berelson has said of the relationship between communication and public opinion:⁷

. . . [the relationship] is not always admitted, or even recognized, because of the immorality of suggesting that anything but "truth" and "justice" contribute to the character of communication content. However, everyone knows that communication channels of various kinds tell people what they want to hear.

Telling people "what they want to hear" may or may not be proper license for newsmen to justify their selection and presentation of newspaper content, but the fact remains that if newsmen are to operate with that rationale

⁷Bernard Berelson, "Communication and Public Opinion," in Wilbur Schramm (ed.), The Process and Effects of Mass Communication (Urbana: The University of Illinois Press, 1954), p. 343.

between the Wisconsin editors' perceptions of their readers' beliefs and the direction of the stories that appeared in their newspapers. These editors who perceived their readers to be sympathetic to the farmers' cause, for example, tended to have positions in their newspapers judged as being critical of the government. The association was particularly pronounced with respect to the editors' perceptions of their readers' position on the basic positions of the wheat growers and grain and local government officials. One other factor that this finding that editors may be influenced by their perception of majority opinion within their respective communities.

Behind opinion lies that of the relationship

between communication and public opinion:

... The relationship is not always admitted, or even recognized, because of the insularity of suggesting that anything but "news" and "opinion" contribute to the character of communication content. In fact, everyone knows that communication consists of various kinds of things that people want to hear.

Telling people "what they want to hear" may or may not be proper license for writers to justify their selection and presentation of newspaper content, but the fact remains that if someone are to operate with that license

Edward Weisner, "Communication and Public Opinion," in *Public Opinion* (ed.), The University of Illinois Press, 1961, p. 141.

they should at least know what the people do want to hear.

The evidence gathered in this study shows that, while the editors are correct in judging the direction of their readers' beliefs, they show tendencies toward overestimating the degree of the direction of those beliefs.⁸ To a small degree the editors overestimated their readers' hostility to the students; to a somewhat greater degree they overestimated their readers' sympathy with the government officials.

To investigate question #4 (page 77) the readers' perception of their newspapers' position was compared against the judgments of headline content of the newspapers they read. The data obtained seem to reciprocate the findings with regard to question #3. That is, the daily newspaper reader in Wisconsin is generally incorrect in judging his newspapers' position; and further, he attributes an unwarranted degree of partisanship to it.

These conclusions require qualification, however. More than half of the Wisconsin newspaper readers (Tables 21 and 22) perceived their newspapers as being partisan one way or another with respect to the actions and

⁸This finding is in consonance with findings in other studies. For example, see Percy H. Tannenbaum, "Communication of Science Information," Science, May 10, 1963, Vol. 140, pp. 579-583.

They should at least know what the people do want to hear.
 The evidence presented in this study shows that
 while the editors are correct in judging the direction of
 their readers' beliefs, they show systematic errors over-
 estimating the degree of the direction of those beliefs.
 To a small degree the editors overestimated their readers'
 hostility to the research; to a somewhat greater degree
 they overestimated their readers' sympathy with the
 government officials.
 To investigate question #4 (page 17) the readers'
 perception of their newspaper's position was compared
 against the judgments of headline readers of the newspaper
 they read. The data obtained seem to indicate the
 findings with regard to question #3. That is, the daily
 newspaper reader in Wisconsin is generally interested in
 judging his newspaper's position; and further, he estimates
 an unwarranted degree of partisanship to it.
 These conclusions require qualification, however,
 more than half of the Wisconsin newspaper readers
 (Tables 11 and 12) perceived their newspaper as being
 partisan one way or another with respect to the nation and

¹⁰This finding is in accordance with findings in
 other studies. For example, see Lacey B. Tanskanen,
 "Communication of Science Information," *Science*, May 19,
 1953, Vol. 116, pp. 274-281.

positions of the three groups. To the extent that these judgments involved the news columns of their newspapers, as opposed to the editorial columns (the questions asked did not specify which), the readers were generally incorrect in their judgments--a substantial majority of the newspapers' headlines were judged to be neutral.

Nevertheless, it is interesting to note that there was generally no discernible relationship between reader perception and the direction of the non-neutral headlines. Moreover, the readers of specific newspapers generally showed sharp disagreement among themselves with respect to the positions of their particular newspaper and, in general, the readers perceived their newspaper as opposing their own stated position.

Suggestions for Further Research

This investigation raises several questions for further research:

(1) The judgment scores of the ten judges of headline content indicate a high degree of agreement with respect to the three groups: (1) the students, (2) the University administration, and (3) the government officials. There are, however, noticeable differences among the scores of the individual judges. (See Appendix C.)

The Madison police captain, for example, judged

positions of the three groups. In the second part of the
 judgment involves the two columns of their responses, as
 opposed to the editorial column (the question asked was
 not exactly which), the results were generally located in
 their judgments: editorial column of the newspaper,
 positions were judged to be neutral.

Investigation, it is interesting to note that there
 was generally no discernible relationship between reader
 perception and the direction of the commercial headlines.
 However, the readers of specific newspapers generally
 showed sharp misperceptions about themselves with respect to
 the positions of their particular newspaper and, in
 general, the readers perceived their newspaper as opposing
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Implications for Further Research

This investigation raises several questions for
 further research:

(1) The judgment scores of the two judges of head-
 line content indicate a high degree of agreement with
 respect to the three groups: (1) the students, (2) the
 University administration, and (3) the government
 officials. There are, however, noticeable differences
 across the scores of the individual judges. (See
 Appendix B.)

The national police agency, for example, judged

headline content as being critical of the students and favorable to the University administration and government officials to a greater degree than did the remaining nine judges. The question arises: Is this policeman unique among policemen, or would the majority of policemen make similar judgments? It might be found, for instance, that there is some relatively constant difference (in character or role) that set policemen apart from the community they serve.

(2) Another suggested area for further research would concern the relationships between publisher attitude and his perceptions of community opinion to behavior of newspaper gate keepers. One such study by Lewis Donohew, using Medicare as the news event, found that publisher attitude is an important force in the news channel; and further, that publisher attitudes are not consistent with the Berelson statement that perceived public opinion alters gatekeeping behavior.⁹

(3) Finally, four common concepts in mass communication research--agreement, accuracy, congruency, and understanding--could be investigated further using the data obtained, and the results from the present investigation in an attempt to determine the direction of influence between editors and their readers.

⁹Lewis Donohew, "Newspaper Gatekeepers and Forces in the News Channel," Public Opinion Quarterly, 31:61-68.

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APPENDIXES

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business and for the protection of the interests of all parties involved. The text also mentions the need for regular audits and the importance of having a clear system in place for handling financial data.

CONCLUSION

In conclusion, the document highlights the critical role of financial management in the long-term success of a business. It stresses that while revenue is important, it is the effective management of that revenue that truly determines a company's ability to grow and thrive. The text provides a clear framework for how to approach financial planning, from setting goals to implementing controls. It also notes that financial health is not just a matter of numbers but of trust and transparency with stakeholders.

The final section of the document offers some practical advice for businesses looking to improve their financial performance. It suggests that businesses should regularly review their financial statements and adjust their strategies as needed. It also encourages the use of technology to streamline financial processes and reduce the risk of errors. The overall message is one of proactive financial management as a key to sustainable success.

APPENDIX A

EDITOR QUESTIONNAIRE

Faint, illegible text at the top of the page, possibly a header or introductory paragraph.

ARTICLE 1

EDITORIAL NOTE

Main body of faint, illegible text, likely the editorial note or the beginning of an article.

EDITOR QUESTIONNAIRE

1. What is the highest grade of school or year of college that you completed?

_____ (GRADE OF SCHOOL), or _____ (YEAR OF COLLEGE)
GO TO Q2

- 1a. What is the name of the college(s) from which you received your degree(s)?

B.A./B.S. _____, MAJOR _____

M.A./M.S. _____, MAJOR _____

OTHER _____, MAJOR _____

2. What title does your newspaper use for your job?

3. What is your present age? _____

4. How long have you been in newspaper work? _____ (YEARS)

5. As you may recall, the Madison campus of The University of Wisconsin was the scene of student demonstrations last February. Do you remember being involved in preparing copy, writing headlines or planning the layout of news stories of those demonstrations for publication in your newspaper?

WAS INVOLVED

WAS NOT INVOLVED

DON'T REMEMBER
BEING INVOLVED

6. Putting yourself in the position of a typical member of your community, would you say that he was sympathetic, neutral, or unsympathetic with respect to the basic position of the state and local government during these student demonstrations?

SYMPATHETIC

NEUTRAL

UNSYMPATHETIC

DON'T KNOW

STUDENT ORGANIZATION

1. What is the highest grade of school or year of college that you completed?

(GRADE OF SCHOOL, or YEAR OF COLLEGE)

2. What is the name of the college(s) from which you received your degree(s)?

M.A./B.S., MAJOR

M.A./B.S., MAJOR

OTHER

3. What title does your newspaper use for your job?

4. What is your present age? _____

5. How long have you been in newspaper work? _____ (years)

6. As you may recall, the National Council of the University of Wisconsin was the scene of student demonstrations last February. Do you remember being involved in these demonstrations? Did you remember being involved in these demonstrations or planning the layout of news columns of those demonstrations for publication in your newspaper?

WAS INVOLVED WAS NOT INVOLVED DON'T REMEMBER
WAS INVOLVED WAS NOT INVOLVED DON'T REMEMBER

7. Having yourself in the position of a typical member of your community, would you say that the demonstration of sympathy with respect to the position of the state and local government during these student demonstrations?

KINDHEARTED NEUTRAL UNCHARITABLE DON'T KNOW

7. During these student demonstrations, would you say that the typical member of your community was sympathetic, neutral, or unsympathetic to the basic position of the U.W. administration?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

8. . . . toward the basic position of the student protesters?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

9. In general, would you say that the typical member of your community approved, both approved and disapproved, or disapproved of the methods used by the state and local government during the February student demonstrations at Madison?

APPROVE BOTH DISAPPROVE DON'T KNOW

10. Did the typical member of your community approve or disapprove of the methods used by the U.W. administration?

APPROVE BOTH DISAPPROVE DON'T KNOW

11. Did the typical member of your community approve or disapprove of the methods used by the student demonstrators?

APPROVE BOTH DISAPPROVE DON'T KNOW

12. In what ways--if any--do you think the attitudes of a typical member of your community differ from those of other Wisconsin residents with regard to the February campus demonstrations?

7. During these student demonstrations, would you say that the typical member of your community was sympathetic, neutral, or unsympathetic to the basic position of the U.S. administration?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

8. Did you favor the basic position of the student demonstrators?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

9. In general, would you say that the typical member of your community approved, both approved and disapproved, or disapproved of the methods used by the state and local government during the previous student demonstration at Madison?

APPROVE BOTH DISAPPROVE DON'T KNOW

10. Did the typical member of your community approve or disapprove of the methods used by the U.S. administration?

APPROVE BOTH DISAPPROVE DON'T KNOW

11. Did the typical member of your community approve or disapprove of the methods used by the student demonstrators?

APPROVE BOTH DISAPPROVE DON'T KNOW

12. In what ways--if any--do you think the attitudes of a typical member of your community differ from those of other Wisconsin residents with regard to the February campus demonstrations?

13. In general, would you say that you yourself were sympathetic, neutral, or unsympathetic to the basic position of the state and local government during the February student demonstrations at Madison?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

14. Were you yourself sympathetic, neutral, or unsympathetic to the basic position of the U.W. administration?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

15. . . . toward the basic position of the student demonstrators?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

16. Did you yourself approve, both approve and disapprove, or disapprove of the methods used by the state and local government during the February Madison student demonstrations?

APPROVE BOTH DISAPPROVE DON'T KNOW

16a. Why do you feel this way? _____

17. Did you yourself approve or disapprove of the methods used by the U.W. administration?

APPROVE BOTH DISAPPROVE DON'T KNOW

17a. Why do you feel this way? _____

18. Did you yourself approve or disapprove of the methods used by the student protesters?

APPROVE BOTH DISAPPROVE DON'T KNOW

11. In general, would you say that you generally were
sympathetic, neutral, or disapproving of the
position of the state and local government during the
period of student demonstrations at Madison?

SYMPATHETIC NEUTRAL DISAPPROVING DON'T KNOW

12. Were you yourself sympathetic, neutral, or disapproving
of the basic position of the U.S. administration?

SYMPATHETIC NEUTRAL DISAPPROVING DON'T KNOW

13. . . . toward the basic position of the student
demonstrations?

SYMPATHETIC NEUTRAL DISAPPROVING DON'T KNOW

14. Did you yourself approve, both approve and disapprove,
or disapprove of the methods used by the state and
local government during the February-March student
demonstrations?

APPROVE BOTH DISAPPROVE DON'T KNOW

15a. Why do you feel this way?

15. Did you yourself approve or disapprove of the actions
used by the U.S. administration?

APPROVE BOTH DISAPPROVE DON'T KNOW

15b. Why do you feel this way?

16. Did you yourself approve or disapprove of the actions
used by the student protesters?

APPROVE BOTH DISAPPROVE DON'T KNOW

18a. Why do you feel this way? _____

For each of the next few statements please indicate in the space provided after each how strongly you agree or disagree. (USE NUMBERED RESPONSES LISTED IN TABLE I)

TABLE I

-
1. I strongly agree.
 2. I agree for the most part.
 3. I am neutral.
 4. I disagree for the most part.
 5. I strongly disagree.
 6. I don't know; I can't tell.
-
19. "With respect to its Black students, the U.W. administration, in general, has failed to meet its educational responsibilities." _____(NUMBER, TABLE I)
 20. "Regardless of the justification behind the demands of the Black students, there is no basis for the use of force by students to realize them." _____(NUMBER)
 21. "University officials were too lenient in their handling of the student demonstrations last February." _____(NUMBER)
 22. "The U.W. can not do much for the needs of Black America unless it is prepared to insist on the integrity of its classrooms and the continuity of its functions." _____(NUMBER)
 23. "Campus crises of the nature of those at the U.W. last February must be resolved by university and student representatives without the intervention of government officials." _____(NUMBER)

For each of the next few statements please indicate in the space provided next to how strongly you agree or disagree. (Use numbers 1 through 5 given in Table 1)

TABLE 1

1. I strongly agree.
 2. I agree but not very much.
 3. I am neutral.
 4. I disagree but not very much.
 5. I strongly disagree.
 6. I don't know; I can't tell.
-
19. "With respect to its Black students, the U.S. administration, in general, has failed to meet its educational responsibilities." (NUMBER, TABLE 1)
20. "Regardless of the justification behind the demands of the Black students, there is no basis for the use of force by students to realize them." (NUMBER)
21. "University officials were too lenient in their handling of the student demonstrations last February." (NUMBER)
22. "The U.S. can not do much for the needs of Black students unless it is prepared to limit on the intensity of its classroom and the continuity of its functions." (NUMBER)
23. "Campus crises of the nature of those at the U.S. last February must be resolved by university and student representatives without the intervention of government officials." (NUMBER)

24. "That the U.W. was not completely shut down by student demonstrators last February can be mainly attributed to the positioning of Wisconsin National Guard units on campus." _____(NUMBER)

The final series of statements has to do with the role of the newspaper editor, and his treatment of news stories as they are prepared for publication. Again, please indicate how strongly you agree or disagree by using the numbered responses from TABLE I. Also, feel free to write any comments you might have about the statements in the space provided between them.

25. "Not only is the editor a selector of news; he is also a recommender of news to his readers." _____(NUMBER)
26. "By means of position and typographical display given each news item the editor is saying: 'This is an important story---don't overlook it; this, on the other hand, you can take or leave alone.'" _____(NUMBER)
27. "A news story assigned a multi-column headline should be considered, as a general rule, to be of greater importance than one assigned a single-column headline." _____(NUMBER)
28. "A news story assigned a headline greater than half the width of columns of the page should be considered, as a general rule, to be one of the most important stories on the page." _____(NUMBER)
29. "A news story that is placed above the 'fold' of any page should be considered, as a general rule, to be of greater importance than one placed below the 'fold.'" _____(NUMBER)
30. "A news story which is three-fourths of a column or greater in length should be considered, as a general rule, to be of greater importance than one less than that in length." _____(NUMBER)

14. "That the U.S. was not completely shut down by students demonstrating last February can be easily explained in the position of National Student Union as follows." (NUMBER)

The final series of statements has to do with the role of the newspaper editor, and his treatment of news stories as they are prepared for publication. Again, please indicate how strongly you agree or disagree by using the numbers responses from ITEM 1. Also, feel free to write any comments you might have about the statements in the space provided between them.

25. "Not only is the editor a selector of news; he is also a commentator of news to his readers." (NUMBER)

26. "My means of position and typographical display given each news item the editor is writing. This is an important story--don't overlook it; this, on the other hand, you can let it leave alone." (NUMBER)

27. "A news story assigned a multi-column headline should be considered, as a general rule, to be of greater importance than one assigned a single-column headline." (NUMBER)

28. "A news story assigned a headline greater than half the width of column of the page should be considered, as a general rule, to be one of the most important stories on the page." (NUMBER)

29. "A news story that is placed above the 'fold' on any page should be considered, as a general rule, to be of greater importance than one placed below the 'fold.'" (NUMBER)

30. "A news story which is three-quarters of a column or greater in length should be considered, as a general rule, to be of greater importance than one just two-thirds in length." (NUMBER)

31. "A news story with an accompanying photograph (other than a 'mug shot') should be considered, as a general rule, to be of greater importance than one without a photograph." _____(NUMBER)
32. "A news story appearing on page one, or on the principal page of any departmental section, should be considered, as a general rule, to be of greater importance than those stories appearing elsewhere in the newspaper."
_____(NUMBER)

11. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

12. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

13. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

14. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

15. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

16. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

17. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

18. A new story appearing on page one of the principal page of any newspaper should be considered as a general rule, to be of general importance and not a special case, unless it is otherwise indicated. (Special)

APPENDIX B

**COMPARISON OF AGE, EDUCATION, AND FAMILY INCOME OF THE
SAMPLE OF 572 RESPONDENTS WITH
1960 WISCONSIN CENSUS DATA**

**QUESTIONS INCLUDED IN STATE-WIDE
SURVEY IX**

1. The following table shows the number of persons who have been convicted of a crime in the State of New York during the year 1960.

2. The following table shows the number of persons who have been convicted of a crime in the State of New York during the year 1961.

APPENDIX B

COMPARISON OF AGE, EDUCATION, AND RACE FACTORS OF THE SAMPLE OF 272 RESPONDENTS WITH 1960 ALBANY COUNTY DATA

QUESTIONS INCLUDED IN STATE-WIDE SURVEY IX

APPENDIX B: PART I

COMPARISON OF AGE, EDUCATION, AND FAMILY INCOME
OF THE SAMPLE OF 572 RESPONDENTS WITH
1960 WISCONSIN CENSUS DATA

Age	Sample of 572 Respondents (Per Cent)	Wisconsin 1960 Census (Per Cent)
21 - 24 years	10.3	7.2
25 - 29 years	10.7	9.6
30 - 34 years	10.1	10.3
35 - 39 years	7.7	10.5
40 - 44 years	11.0	10.0
45 - 49 years	7.3	9.9
50 - 54 years	9.1	8.9
55 - 59 years	8.4	8.0
60 - 64 years	5.1	7.1
65 years and over	19.4	16.4

<u>Years of School Completed</u>		
Eight	18.5	23
Twelve	38.3	29
Sixteen	5.8	5

<u>Family Income</u>		
Less than \$ 1,000	2.6	3.8
\$ 1,000 - \$ 1,999	5.1	6.2
\$ 2,000 - \$ 2,999	7.2	7.4
\$ 3,000 - \$ 3,999	5.1	8.6
\$ 4,000 - \$ 4,999	5.1	11.2
\$ 5,000 - \$ 5,999	4.7	13.8
\$ 6,000 - \$ 6,999	6.1	12.6
\$ 7,000 - \$ 9,999	23.6	22.0
\$10,000 - \$14,999	21.3	10.3
\$15,000 and over	12.9	4.1
Not ascertained	6.1	-

TABLE 1

COMPARISON OF AGE, EDUCATION, AND FAMILY INCOME OF THE SAMPLE OF 275 RESPONDENTS WITH 1960 WISCONSIN CENSUS DATA

Age	Sample of 275 Respondents (Per Cent)	Wisconsin 1960 Census (Per Cent)
21 - 24 years	10.3	7.3
25 - 29 years	10.7	8.8
30 - 34 years	10.1	10.3
35 - 39 years	7.3	10.3
40 - 44 years	11.0	10.0
45 - 49 years	7.3	8.8
50 - 54 years	8.1	8.8
55 - 59 years	8.4	8.0
60 - 64 years	8.1	7.1
65 years and over	12.8	18.8

Years of School Completed	Sample of 275 Respondents (Per Cent)	Wisconsin 1960 Census (Per Cent)
Sixteen	8.8	8
Twelve	28.3	28
Eight	19.3	23

Family Income	Sample of 275 Respondents (Per Cent)	Wisconsin 1960 Census (Per Cent)
Not ascertained	8.1	-
\$12,000 and over	12.8	10.3
\$10,000 - \$11,999	21.1	13.0
\$7,000 - \$9,999	23.8	13.0
\$6,000 - \$6,999	8.1	13.8
\$5,000 - \$5,999	4.7	13.4
\$4,000 - \$4,999	8.1	11.1
\$3,000 - \$3,999	8.1	8.8
\$2,000 - \$2,999	7.3	7.4
\$1,000 - \$1,999	8.1	8.1
Less than \$1,000	8.8	8.8

APPENDIX B: PART II

QUESTIONS INCLUDED IN STATE-WIDE SURVEY IX

115. What daily newspapers--if any--do you usually read?

(None), or _____
(TO Q 116)

(ASK NEXT Q IF MORE THAN ONE PAPER READ)

115a. Of these newspapers, which one would you say you prefer most?

115b. Do you remember reading anything in this paper about the student demonstrations last February on the Madison campus of The University of Wisconsin?

YES

NO
(TO Q 116)

GROUP I

115c. There has been a lot of talk about how the papers handled the reporting of these demonstrations. In general, would you say that the paper you read during these student demonstrations was sympathetic, neutral, or unsympathetic with respect to the basic position of the local and state government?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

115d. During these student demonstrations, was this paper sympathetic, neutral, or unsympathetic to the basic position of The U.W. administration?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

APPENDIX B - PART II

QUESTIONS CONCERNING THE STATE GOVERNMENT

111. What daily newspaper, if any, do you usually read?

(None) or
(No 2 fig)

(122. MOST OF IF MORE THAN ONE NAME READ)

123. Of these newspapers, which one would you say you prefer most?

124. Do you remember reading anything in this paper about the student demonstration last February on the Madison campus of the University of Wisconsin?

YES
NO
(No 2 fig)

GROUP 1

125. There has been a lot of talk about how the papers handled the reporting of these demonstrations. In general, would you say that the press you read during these student demonstrations was sympathetic, neutral, or unsympathetic with regard to the basic position of the local and state government?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

126. During these recent demonstrations, was this paper sympathetic, neutral, or unsympathetic to the basic position of the U.W. administration?

SYMPATHETIC NEUTRAL UNSYMPATHETIC DON'T KNOW

116. . . . toward the basic position of the student
Neurophysiology

SYNTHETIC NEURAL PHYSIOLOGIC DON'T KNOW

115. In your opinion, did this paper approve, both
approve and disapprove, or disapprove of the
methods used by the state and local government
during the Medical Student Demonstrations?

APPROVE BOTH DISAPPROVE DON'T KNOW

114. Did this paper approve or disapprove of the
methods used by the U.S. Administration?

APPROVE BOTH DISAPPROVE DON'T KNOW

113. Did this paper approve or disapprove of the
methods used by the student demonstration?

APPROVE BOTH DISAPPROVE DON'T KNOW

SECTION II

117. In general, would you say that you yourself were
sympathetic, neutral, or unsympathetic to the basic
position of the state and local government during the
student demonstration in Medicine?

SYNTHETIC NEURAL PHYSIOLOGIC NEUTRAL DON'T KNOW
OF DEMON-
STRATIONS
(SWIP 20 0 117)

118. Were you sympathetic, neutral, or unsympathetic to the
basic position of the U.S. Administration during

SYNTHETIC NEURAL PHYSIOLOGIC DON'T KNOW

119. . . . toward the basic position of the student
demonstration?

SYNTHETIC NEURAL PHYSIOLOGIC DON'T KNOW

120. Did you yourself approve, both approve and disapprove, or disapprove of the methods used by the state and local government during the Madison student demonstrations?

APPROVE BOTH DISAPPROVE DON'T KNOW

121. Did you approve or disapprove of the methods used by The U.W. administration?

APPROVE BOTH DISAPPROVE DON'T KNOW
(TO Q 123)

122. Why do you feel this way? _____

123. Did you approve or disapprove of the methods used by the student demonstrators?

APPROVE BOTH DISAPPROVE DON'T KNOW

124. Why do you feel this way? _____

155. What is the highest grade of school or year of college that you finished?

_____ (GRADE OF SCHOOL), or _____ (YEAR OF COLLEGE)
(TO Q 156)

170. What is your present age? _____ (AGE)

171. R's SEX is: MALE FEMALE

119. Did you yourself approve, disapprove or disapprove of disapproval of the methods used by the state and local government during the Russian student demonstration?

APPROVE DISAPPROVE DON'T KNOW

120. Did you approve or disapprove of the methods used by the U.S. administration?

APPROVE DISAPPROVE DON'T KNOW (NO 8 123)

121. Why do you feel this way?

122. Did you approve or disapprove of the methods used by the student demonstrators?

APPROVE DISAPPROVE DON'T KNOW

123. Why do you feel this way?

124. What is the highest grade of school in year of college that you finished?

(GRADE OR SCHOOL), or (YEAR OF COLLEGE)
(NO 0-12)

125. What is your present age? (AGE)

126. What is your race?

172. Generally speaking, in politics do you usually think of yourself as a Republican, a Democrat, an Independent, or what?

REPUBLICAN DEMOCRAT INDEPENDENT OTHER NO PREFERENCE

177. Just roughly, what was your total family income in 1968, considering all sources, such as rents, profits, wages, interest, and so on? (SHOW CARD)

CARD

A. Under \$1,000	E. \$4,000-\$4,999	I. \$ 8,000-\$ 8,999
B. \$1,000-\$1,999	F. \$5,000-\$5,999	J. \$ 9,000-\$ 9,999
C. \$2,000-\$2,999	G. \$6,000-\$6,999	K. \$10,000-\$14,999
D. \$3,000-\$3,999	H. \$7,000-\$7,999	L. \$15,000-\$19,999
		M. \$20,000 or over

215. Generally speaking, in addition to your weekly salary of yourself as a ...

REGULARLY RECEIVED THROUGHOUT OTHER NO ...

217. Just roughly, what was your total weekly income in 1961, considering all sources, such as loans, grants, wages, interest, and so on? (State Cash)

CASH

A. Under \$1,000	E. \$4,000-\$4,999	I. \$8,000-\$8,999
B. \$1,000-\$1,999	F. \$5,000-\$5,999	J. \$9,000-\$9,999
C. \$2,000-\$2,999	G. \$6,000-\$6,999	K. \$10,000-\$14,999
D. \$3,000-\$3,999	H. \$7,000-\$7,999	L. \$15,000-\$19,999
M. \$20,000 or over		

218. ...

219. ...

220. ...

221. ...

222. ...

223. ...

224. ...

225. ...

226. ...

227. ...

228. ...

229. ...

230. ...

231. ...

232. ...

233. ...

234. ...

235. ...

236. ...

237. ...

238. ...

239. ...

240. ...

241. ...

242. ...

243. ...

244. ...

245. ...

246. ...

247. ...

248. ...

249. ...

250. ...

APPENDIX C

**HEADLINE JUDGMENTS FOR EACH
WISCONSIN DAILY NEWSPAPER**

**"ATTENTION SCORES" FOR EACH
WISCONSIN DAILY NEWSPAPER**

**JUDGMENT SCORES OF EACH OF
THE TEN HEADLINE JUDGES**

The following table shows the results of the study on the effect of the newspaper headline on the public opinion. The results are based on the data collected from the survey conducted in the year 2000. The survey was conducted in the month of January. The results are as follows:

Headline	Public Opinion
ATTENTION SCORES FOR EACH WISCONSIN DAILY NEWSPAPER	...
HEADLINE JUDGMENTS FOR EACH WISCONSIN DAILY NEWSPAPER	...
JUDGMENT SCORES OF EACH OF THE HEADLINE JUDGES	...

APPENDIX C: PART I

HEADLINE JUDGMENTS FOR EACH
WISCONSIN DAILY NEWSPAPER

"ATTENTION SCORES" FOR EACH
WISCONSIN DAILY NEWSPAPER

APPENDIX II: PART I

ADDRESS UNKNOWN FOR NAME
WISCONSIN PAID MEMBER

*ATTENTION BOARD FOR NAME
WISCONSIN PAID MEMBER

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	7	8	0	0	0	0	0	0	0	0
Neutral	2	5	8	15	2	5	14	21	2	5	11	18
Favorable	0	0	0	0	0	1	1	2	0	1	3	4
Not Determined	0	0	0	0	0	0	0	0	0	0	1	1
Number of Headlines	2	6	15	23	2	6	15	23	2	6	15	23

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	15.0	11.6	20.3
Mean Length	14.5	13.1	33.8
Total Length	29	79	506
Number of Cases	2	6	15

Number of cases	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
Left trolley	10.2	11.0	11.6	12.7	13.8	14.8	15.8	16.8	17.8	18.8	19.8	20.8	21.8	22.8	23.8	24.8	25.8	26.8	27.8	28.8	29.8	30.8	31.8	32.8	33.8	34.8	35.8	36.8	37.8	38.8	39.8	40.8	41.8	42.8	43.8	44.8	45.8	46.8	47.8	48.8	49.8	50.8	51.8	52.8	53.8	54.8	55.8	56.8	57.8	58.8	59.8	60.8
Right trolley	10.2	11.0	11.6	12.7	13.8	14.8	15.8	16.8	17.8	18.8	19.8	20.8	21.8	22.8	23.8	24.8	25.8	26.8	27.8	28.8	29.8	30.8	31.8	32.8	33.8	34.8	35.8	36.8	37.8	38.8	39.8	40.8	41.8	42.8	43.8	44.8	45.8	46.8	47.8	48.8	49.8	50.8	51.8	52.8	53.8	54.8	55.8	56.8	57.8	58.8	59.8	60.8

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Grade	10.2	11.0	11.6	12.7	13.8	14.8	15.8	16.8	17.8	18.8	19.8	20.8	21.8	22.8	23.8	24.8	25.8	26.8	27.8	28.8	29.8	30.8	31.8	32.8	33.8	34.8	35.8	36.8	37.8	38.8	39.8	40.8	41.8	42.8	43.8	44.8	45.8	46.8	47.8	48.8	49.8	50.8	51.8	52.8	53.8	54.8	55.8	56.8	57.8	58.8	59.8	60.8

MAINTAIN RECORDS AND REPORTS OF ALL GRADES AND STATIONS

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Grade	10.2	11.0	11.6	12.7	13.8	14.8	15.8	16.8	17.8	18.8	19.8	20.8	21.8	22.8	23.8	24.8	25.8	26.8	27.8	28.8	29.8	30.8	31.8	32.8	33.8	34.8	35.8	36.8	37.8	38.8	39.8	40.8	41.8	42.8	43.8	44.8	45.8	46.8	47.8	48.8	49.8	50.8	51.8	52.8	53.8	54.8	55.8	56.8	57.8	58.8	59.8	60.8

Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Grade	10.2	11.0	11.6	12.7	13.8	14.8	15.8	16.8	17.8	18.8	19.8	20.8	21.8	22.8	23.8	24.8	25.8	26.8	27.8	28.8	29.8	30.8	31.8	32.8	33.8	34.8	35.8	36.8	37.8	38.8	39.8	40.8	41.8	42.8	43.8	44.8	45.8	46.8	47.8	48.8	49.8	50.8	51.8	52.8	53.8	54.8	55.8	56.8	57.8	58.8	59.8	60.8

MAINTAIN RECORDS AND REPORTS OF ALL GRADES AND STATIONS

MAINTAIN RECORDS AND REPORTS OF ALL GRADES AND STATIONS

APPLETON POST-CRESCENT (CIRC. 43,430)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	2	6	10	0	0	0	0	0	0	0	0
Neutral	4	6	8	18	6	7	13	26	6	8	12	26
Favorable	0	0	0	0	0	1	1	2	0	0	1	1
Not Determined	0	1	0	1	0	1	0	1	0	1	1	2
Number of Headlines	6	9	14	29	6	9	14	29	6	9	14	29

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	14.1	20.0	21.4	19.1
Mean Length	15.8	37.2	48.6	38.3
Total Length	95	335	681	
Number of Cases	6	9	14	

number of cases	A	B	C	D
total number	52	322	101	19
mean number	12.7	11.3	8.6	3.7
mean score	1.1	0.0	1.1	1.1
number	52	101	19	19
frequency				

mean number of employees

estimate the mean number of employees in the sample

number of employees	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
total number	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1
mean number	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1
mean score	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1
number	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1
frequency	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	1

mean number

mean number

mean number

estimate the mean number of employees in the sample

estimate the mean number of employees in the sample

ASHLAND PRESS (CIRC. 5,133)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	0	3	3	0	0	0	0	0	0	0	0
Neutral	1	4	8	13	1	3	11	15	1	4	11	16
Favorable	0	0	0	0	0	1	0	1	0	0	0	0
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	1	4	11	16	1	4	11	16	1	4	11	16

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	25.0	13.7	20.4	19.0
Mean Length	41.0	16.5	24.0	23.2
Total Length	41	66	265	
Number of Cases	1	4	11	

months of course	T	F	S	S	S
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57

total number of months

total number of months of course

months of course	T	F	S	S	S
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57

total number of months

months of course	T	F	S	S	S
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57
total number	41	55	57	57	57

total number of months of course

total number of months of course

BARABOO NEWS-REPUBLIC (CIRC. 5,627)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	3	1	2	6	0	0	0	0	0	0	0	0
Neutral	0	4	10	14	1	5	10	16	2	4	9	15
Favorable	0	0	0	0	2	0	2	4	1	1	3	5
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	3	5	12	20	3	5	12	20	3	5	12	20

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	15.0	18.7	16.7
Mean Length	33.6	16.2	30.8	27.6
Total Length	101	81	370	
Number of Cases	3	5	12	

Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

STATISTICAL ANALYSIS OF THE DATA FROM THE SURVEY

Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Number of Cases	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

CONCLUSIONS AND RECOMMENDATIONS

The results of the survey indicate that the majority of respondents are satisfied with the current state of affairs. However, there are several areas that require attention and improvement. It is recommended that the following steps be taken to address these concerns:

BEAVER DAM CITIZEN (CIRC. 7.118)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	0	4	6	0	1	1	2	0	0	0	0
Neutral	2	4	14	20	4	4	17	25	3	4	16	23
Favorable	0	1	0	1	0	0	0	0	1	1	2	4
Not Determined	1	0	0	1	1	0	0	1	1	0	0	1
Number of Headlines	5	5	18	28	5	5	18	28	5	5	18	28

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	19.0	16.0	18.8	18.3
Mean Length	19.8	17.0	25.6	23.1
Total Length	99	85	462	
Number of Cases	5	5	18	

Source of credit	8	9	10	11	12
Direct credit	52	07	018		
Direct credit	18.9	11.9	30.8		33.7
Bank credit	18.0	18.1	18.0		16.2

WILLIAMS WELLS AND COMPANY LIMITED

Source of credit	13	14	15	16	17	18	19	20	21	22
Direct credit	1	0	1	0	0	0	0	0	0	0
Direct credit	1	0	1	0	0	0	0	0	0	0
Bank credit	0	0	0	0	0	0	0	0	0	0
Direct credit	0	0	0	0	0	0	0	0	0	0

WILLIAMS WELLS AND COMPANY LIMITED

Source of credit	23	24	25	26	27	28	29	30
Direct credit	0	0	0	0	0	0	0	0
Direct credit	0	0	0	0	0	0	0	0
Bank credit	0	0	0	0	0	0	0	0
Direct credit	0	0	0	0	0	0	0	0

WILLIAMS WELLS AND COMPANY LIMITED

WILLIAMS WELLS AND COMPANY LIMITED

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	1	2	7	10	0	1	0	1	0	0	0	0
Neutral	3	3	5	11	1	4	12	17	3	5	10	18
Favorable	0	0	0	0	3	0	0	3	1	0	2	3
Not Determined	1	0	0	1	1	0	0	1	1	0	0	1
Number of Headlines	5	5	12	22	5	5	12	22	5	5	12	22

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	15.0	19.0	20.0
Mean Length	7.1	34.8	38.0
Total Length	64	174	456
Number of Cases	5	5	12

Source of funds	1	2	3	4	5	6
Bank facility	64	116	116	116	116	116
State facility	116	116	116	116	116	116
Local bond	116	116	116	116	116	116
Other	116	116	116	116	116	116
Total	312	312	312	312	312	312

Approximate amount of the various sources of funds available for the project

Source of funds	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bank facility	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
State facility	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Local bond	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Summary of sources of funds

Source of funds	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Bank facility	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
State facility	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Local bond	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Approximate amount of the various sources of funds available for the project

Approximate amount of the various sources of funds available for the project

CHIPPEWA FALLS HERALD-TELEGRAM (CIRC. 7,794)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	2	4	6	0	0	0	0	0	0	0	0
Neutral	1	1	8	10	1	3	12	16	1	2	10	13
Favorable	0	0	0	0	0	0	0	0	0	0	2	2
Not Determined	0	0	0	0	0	0	0	0	0	1	0	1
Number of Headlines	1	3	12	16	1	3	12	16	1	3	12	16

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	23.3	20.8	20.8
Mean Length	23.0	44.0	42.0	41.1
Total Length	23	132	505	
Number of Cases	1	3	12	

EAU CLAIRE LEADER (CIRC. 22,284)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	3	3	6	0	0	0	0	0	0	0	0
Neutral	3	3	8	14	3	7	12	22	3	7	11	21
Favorable	0	1	1	2	0	0	0	0	0	0	1	1
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	3	7	12	22	3	7	12	22	3	7	12	22

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	15.0	15.7	20.0
Mean Length	13.6	14.0	29.6
Total Length	41	98	356
Number of Cases	3	7	12

EAU CLAIRE TELEGRAM (CIRC. 12.297)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	2	5	7	0	1	0	1	0	0	0	0
Neutral	2	6	7	15	2	7	11	20	2	8	10	20
Favorable	0	1	0	1	0	1	1	2	0	1	2	3
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	2	9	12	23	2	9	12	23	2	9	12	23

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	20.0	13.8	20.8	18.0
Mean Length	14.5	17.0	30.0	23.6
Total Length	29	153	361	
Number of Cases	2	9	12	

Block of cases	1	2	3	4	5	6	7	8	9	10	11	12
Block 1	10	10	10	10	10	10	10	10	10	10	10	10
Block 2	10	10	10	10	10	10	10	10	10	10	10	10
Block 3	10	10	10	10	10	10	10	10	10	10	10	10
Block 4	10	10	10	10	10	10	10	10	10	10	10	10

Functional blocks are shown in the figure at the end of the report.

Block of cases	1	2	3	4	5	6	7	8	9	10	11	12
Block 1	10	10	10	10	10	10	10	10	10	10	10	10
Block 2	10	10	10	10	10	10	10	10	10	10	10	10
Block 3	10	10	10	10	10	10	10	10	10	10	10	10
Block 4	10	10	10	10	10	10	10	10	10	10	10	10

Block of cases	1	2	3	4	5	6	7	8	9	10	11	12
Block 1	10	10	10	10	10	10	10	10	10	10	10	10
Block 2	10	10	10	10	10	10	10	10	10	10	10	10
Block 3	10	10	10	10	10	10	10	10	10	10	10	10
Block 4	10	10	10	10	10	10	10	10	10	10	10	10

Functional blocks are shown in the figure at the end of the report.

Functional blocks are shown in the figure at the end of the report.

FOND DU LAC COMMUNEALTH REPORTER (CIRC. 21.953)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME Total	BP	M	ME Total	BP	M	ME Total			
Critical	2	4	6	12	0	5	0	5	0	0	0	0
Neutral	0	3	5	8	3	1	12	16	3	7	11	21
Favorable	2	0	1	3	0	0	0	0	1	0	1	2
Not Determined	0	0	0	0	1	1	0	2	0	0	0	0
Number of Headlines	4	7	12	23	4	7	12	23	4	7	12	23

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	18.7	16.4	16.6	16.9
Mean Length	25.5	21.4	28.8	26.0
Total Length	102	150	346	
Number of Cases	4	7	12	

Number of cases referred to police	F		M		F		M		Total
	1	2	1	2	1	2	1	2	
100	50	50	50	50	50	50	50	50	100
200	100	100	100	100	100	100	100	100	200
300	150	150	150	150	150	150	150	150	300
400	200	200	200	200	200	200	200	200	400

TABLE 1. Distribution of cases referred to police by sex and age group.

Number of cases referred to police	F		M		F		M		Total
	1	2	1	2	1	2	1	2	
100	50	50	50	50	50	50	50	50	100
200	100	100	100	100	100	100	100	100	200
300	150	150	150	150	150	150	150	150	300
400	200	200	200	200	200	200	200	200	400

TABLE 2. Distribution of cases referred to police by sex and age group.

TABLE 3. Distribution of cases referred to police by sex and age group.

FORT ATKINSON JEFFERSON COUNTY UNION (CIRC. 5.120)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government			Government		
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	3	4	9	0	0	0	0	0	0	0	0
Neutral	0	2	4	6	1	5	7	13	2	5	5	12
Favorable	1	0	0	1	2	0	1	3	1	0	3	4
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	3	5	8	16	3	5	8	16	3	5	8	16

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	22.0	21.0	20.6	20.9
Mean Length	18.0	15.8	17.6	17.1
Total Length	54	79	141	
Number of Cases	3	5	8	

Species	1970		1971		1972		Total
	Jan	Feb	Jan	Feb	Jan	Feb	
Red-tailed Tropicbird	0	0	0	0	0	0	0
White-tailed Tropicbird	0	0	0	0	0	0	0
Black-naped Tropicbird	0	0	0	0	0	0	0
Other species	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

POPULATION TRENDS AND CHANGES IN THE NUMBER OF SPECIES

Species	1970		1971		1972		Total
	Jan	Feb	Jan	Feb	Jan	Feb	
Red-tailed Tropicbird	0	0	0	0	0	0	0
White-tailed Tropicbird	0	0	0	0	0	0	0
Black-naped Tropicbird	0	0	0	0	0	0	0
Other species	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

POPULATION TRENDS AND CHANGES IN THE NUMBER OF SPECIES

POPULATION TRENDS AND CHANGES IN THE NUMBER OF SPECIES

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government			Government		
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	5	8	15	1	0	0	1	0	0	0	0
Neutral	1	5	8	14	3	10	19	32	6	10	13	29
Favorable	2	0	1	3	2	0	1	3	0	1	6	7
Not Determined	1	1	3	5	0	1	0	1	0	0	1	1
Number of Headlines	6	11	20	37	6	11	20	37	6	11	20	37

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	17.2	19.0	17.9
Mean Length	15.3	21.1	31.1	25.4
Total Length	92	233	622	
Number of Cases	6	11	20	

Subject or course	F	T	W	Th	F
Mathematics	33	33	33	33	33
Science	33	33	33	33	33
History	33	33	33	33	33
Physical Education	33	33	33	33	33
Art	33	33	33	33	33
Music	33	33	33	33	33
Foreign Language	33	33	33	33	33
Health	33	33	33	33	33
Environmental Studies	33	33	33	33	33
Computer Science	33	33	33	33	33
Business	33	33	33	33	33
Law	33	33	33	33	33
Engineering	33	33	33	33	33
Architecture	33	33	33	33	33
Journalism	33	33	33	33	33
Public Administration	33	33	33	33	33
Political Science	33	33	33	33	33
Sociology	33	33	33	33	33
Anthropology	33	33	33	33	33
Psychology	33	33	33	33	33
Philosophy	33	33	33	33	33
Religion	33	33	33	33	33
Gender Studies	33	33	33	33	33
International Studies	33	33	33	33	33
Interdisciplinary Studies	33	33	33	33	33
Minor Programs	33	33	33	33	33
Special Programs	33	33	33	33	33
Continuing Education	33	33	33	33	33
Distance Education	33	33	33	33	33
Online Programs	33	33	33	33	33
Hybrid Programs	33	33	33	33	33
Executive Programs	33	33	33	33	33
Professional Programs	33	33	33	33	33
Graduate Programs	33	33	33	33	33
Postgraduate Programs	33	33	33	33	33
Research Programs	33	33	33	33	33
Industry Programs	33	33	33	33	33
Non-Profit Programs	33	33	33	33	33
Community Programs	33	33	33	33	33
Partnership Programs	33	33	33	33	33
Collaborative Programs	33	33	33	33	33
Joint Programs	33	33	33	33	33
Exchange Programs	33	33	33	33	33
Study Abroad Programs	33	33	33	33	33
International Exchange Programs	33	33	33	33	33
Global Programs	33	33	33	33	33
Worldwide Programs	33	33	33	33	33
International Studies Programs	33	33	33	33	33
Global Studies Programs	33	33	33	33	33
World Studies Programs	33	33	33	33	33
International Business Programs	33	33	33	33	33
Global Business Programs	33	33	33	33	33
World Business Programs	33	33	33	33	33
International Law Programs	33	33	33	33	33
Global Law Programs	33	33	33	33	33
World Law Programs	33	33	33	33	33
International Education Programs	33	33	33	33	33
Global Education Programs	33	33	33	33	33
World Education Programs	33	33	33	33	33
International Health Programs	33	33	33	33	33
Global Health Programs	33	33	33	33	33
World Health Programs	33	33	33	33	33
International Environment Programs	33	33	33	33	33
Global Environment Programs	33	33	33	33	33
World Environment Programs	33	33	33	33	33
International Culture Programs	33	33	33	33	33
Global Culture Programs	33	33	33	33	33
World Culture Programs	33	33	33	33	33
International Arts Programs	33	33	33	33	33
Global Arts Programs	33	33	33	33	33
World Arts Programs	33	33	33	33	33
International Literature Programs	33	33	33	33	33
Global Literature Programs	33	33	33	33	33
World Literature Programs	33	33	33	33	33
International Media Programs	33	33	33	33	33
Global Media Programs	33	33	33	33	33
World Media Programs	33	33	33	33	33
International Communication Programs	33	33	33	33	33
Global Communication Programs	33	33	33	33	33
World Communication Programs	33	33	33	33	33
International Development Programs	33	33	33	33	33
Global Development Programs	33	33	33	33	33
World Development Programs	33	33	33	33	33
International Policy Programs	33	33	33	33	33
Global Policy Programs	33	33	33	33	33
World Policy Programs	33	33	33	33	33
International Governance Programs	33	33	33	33	33
Global Governance Programs	33	33	33	33	33
World Governance Programs	33	33	33	33	33
International Security Programs	33	33	33	33	33
Global Security Programs	33	33	33	33	33
World Security Programs	33	33	33	33	33
International Peace Programs	33	33	33	33	33
Global Peace Programs	33	33	33	33	33
World Peace Programs	33	33	33	33	33
International Human Rights Programs	33	33	33	33	33
Global Human Rights Programs	33	33	33	33	33
World Human Rights Programs	33	33	33	33	33
International Democracy Programs	33	33	33	33	33
Global Democracy Programs	33	33	33	33	33
World Democracy Programs	33	33	33	33	33
International Justice Programs	33	33	33	33	33
Global Justice Programs	33	33	33	33	33
World Justice Programs	33	33	33	33	33
International Ethics Programs	33	33	33	33	33
Global Ethics Programs	33	33	33	33	33
World Ethics Programs	33	33	33	33	33
International Values Programs	33	33	33	33	33
Global Values Programs	33	33	33	33	33
World Values Programs	33	33	33	33	33
International Norms Programs	33	33	33	33	33
Global Norms Programs	33	33	33	33	33
World Norms Programs	33	33	33	33	33
International Standards Programs	33	33	33	33	33
Global Standards Programs	33	33	33	33	33
World Standards Programs	33	33	33	33	33
International Best Practices Programs	33	33	33	33	33
Global Best Practices Programs	33	33	33	33	33
World Best Practices Programs	33	33	33	33	33
International Innovation Programs	33	33	33	33	33
Global Innovation Programs	33	33	33	33	33
World Innovation Programs	33	33	33	33	33
International Creativity Programs	33	33	33	33	33
Global Creativity Programs	33	33	33	33	33
World Creativity Programs	33	33	33	33	33
International Imagination Programs	33	33	33	33	33
Global Imagination Programs	33	33	33	33	33
World Imagination Programs	33	33	33	33	33
International Inspiration Programs	33	33	33	33	33
Global Inspiration Programs	33	33	33	33	33
World Inspiration Programs	33	33	33	33	33
International Motivation Programs	33	33	33	33	33
Global Motivation Programs	33	33	33	33	33
World Motivation Programs	33	33	33	33	33
International Determination Programs	33	33	33	33	33
Global Determination Programs	33	33	33	33	33
World Determination Programs	33	33	33	33	33
International Persistence Programs	33	33	33	33	33
Global Persistence Programs	33	33	33	33	33
World Persistence Programs	33	33	33	33	33
International Resilience Programs	33	33	33	33	33
Global Resilience Programs	33	33	33	33	33
World Resilience Programs	33	33	33	33	33
International Adaptability Programs	33	33	33	33	33
Global Adaptability Programs	33	33	33	33	33
World Adaptability Programs	33	33	33	33	33
International Flexibility Programs	33	33	33	33	33
Global Flexibility Programs	33	33	33	33	33
World Flexibility Programs	33	33	33	33	33
International Openness Programs	33	33	33	33	33
Global Openness Programs	33	33	33	33	33
World Openness Programs	33	33	33	33	33
International Tolerance Programs	33	33	33	33	33
Global Tolerance Programs	33	33	33	33	33
World Tolerance Programs	33	33	33	33	33
International Understanding Programs	33	33	33	33	33
Global Understanding Programs	33	33	33	33	33
World Understanding Programs	33	33	33	33	33
International Respect Programs	33	33	33	33	33
Global Respect Programs	33	33	33	33	33
World Respect Programs	33	33	33	33	33
International Appreciation Programs	33	33	33	33	33
Global Appreciation Programs	33	33	33	33	33
World Appreciation Programs	33	33	33	33	33
International Gratitude Programs	33	33	33	33	33
Global Gratitude Programs	33	33	33	33	33
World Gratitude Programs	33	33	33	33	33
International Compassion Programs	33	33	33	33	33
Global Compassion Programs	33	33	33	33	33
World Compassion Programs	33	33	33	33	33
International Empathy Programs	33	33	33	33	33
Global Empathy Programs	33	33	33	33	33
World Empathy Programs	33	33	33	33	33
International Kindness Programs	33	33	33	33	33
Global Kindness Programs	33	33	33	33	33
World Kindness Programs	33	33	33	33	33
International Generosity Programs	33	33	33	33	33
Global Generosity Programs	33	33	33	33	33
World Generosity Programs	33	33	33	33	33
International Altruism Programs	33	33	33	33	33
Global Altruism Programs	33	33	33	33	33
World Altruism Programs	33	33	33	33	33
International Selflessness Programs	33	33	33	33	33
Global Selflessness Programs	33	33	33	33	33
World Selflessness Programs	33	33	33	33	33
International Humility Programs	33	33	33	33	33
Global Humility Programs	33	33	33	33	33
World Humility Programs	33	33	33	33	33
International Modesty Programs	33	33	33	33	33
Global Modesty Programs	33	33	33	33	33
World Modesty Programs	33	33	33	33	33
International Simplicity Programs	33	33	33	33	33
Global Simplicity Programs	33	33	33	33	33
World Simplicity Programs	33	33	33	33	33
International Frugality Programs	33	33	33	33	33
Global Frugality Programs	33	33	33	33	33
World Frugality Programs	33	33	33	33	33
International Thriftiness Programs	33	33	33	33	33
Global Thriftiness Programs	33	33	33	33	33
World Thriftiness Programs	33	33	33	33	33
International Prudence Programs	33	33	33	33	33
Global Prudence Programs	33	33	33	33	33
World Prudence Programs	33	33	33	33	33
International Wisdom Programs	33	33	33	33	33
Global Wisdom Programs	33	33	33	33	33
World Wisdom Programs	33	33	33	33	33
International Knowledge Programs	33	33	33	33	33
Global Knowledge Programs	33	33	33	33	33
World Knowledge Programs	33	33	33	33	33
International Learning Programs	33	33	33	33	33
Global Learning Programs	33	33	33	33	33
World Learning Programs	33	33	33	33	33
International Education Programs	33	33	33	33	33
Global Education Programs	33	33	33	33	33
World Education Programs	33	33	33	33	33
International Training Programs	33	33	33	33	33
Global Training Programs	33	33	33	33	33
World Training Programs	33	33	33	33	33

JANESVILLE GAZETTE (CIRC. 25,849)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	3	2	3	8	0	0	0	0	0	0	0	0
Neutral	1	9	5	15	3	12	10	25	2	11	8	21
Favorable	0	1	0	1	0	0	0	0	2	1	1	4
Not Determined	0	0	2	2	1	0	0	1	0	0	1	1
Number of Headlines	4	12	10	26	4	12	10	26	4	12	10	26

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	18.7	16.2	21.0	18.3
Mean Length	17.0	20.1	33.1	24.6
Total Length	68	242	331	
Number of Cases	4	12	10	

Source of Error	df	SS	MS	F	MS	df
Total	143	143				
Between groups	3	1.01	0.34	1.11	0.11	30
Within groups	140	142	1.01			

Adjusted scores for points below 50 are zero for the purpose of analysis

Source of Error	df	SS	MS	F	MS	df
Total	143	143				
Between groups	3	1.01	0.34	1.11	0.11	30
Within groups	140	142	1.01			

Adjusted scores for points below 50 are zero for the purpose of analysis

Source of Error	df	SS	MS	F	MS	df
Total	143	143				
Between groups	3	1.01	0.34	1.11	0.11	30
Within groups	140	142	1.01			

Adjusted scores for points below 50 are zero for the purpose of analysis

Adjusted scores for points below 50 are zero for the purpose of analysis

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	2	6	10	0	0	1	1	0	0	0	0
Neutral	2	5	9	16	2	6	13	21	3	7	14	24
Favorable	0	0	0	0	1	1	1	3	1	0	1	2
Not Determined	0	0	0	0	1	0	0	1	0	0	0	0
Number of Headlines	4	7	15	26	4	7	15	26	4	7	15	26

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	20.0	18.5	20.0
Mean Length	16.7	22.7	26.8
Total Length	67	159	403
Number of Cases	4	7	15

* Did not participate in the editor survey.

• PTV FOR BATTERIES IN THE ESTIMATED AREA •

1954

TYPE OF CASE	Q	A	TA
SOLID BATTERY	100	100	100
WET BATTERY	100	100	100
WET BATTERY	100	100	100

• TYPES OF BATTERIES IN USE •

TYPE OF BATTERY	Q	A	TA	Q	A	TA	Q	A	TA
SOLID BATTERY	100	100	100	100	100	100	100	100	100
WET BATTERY	100	100	100	100	100	100	100	100	100
WET BATTERY	100	100	100	100	100	100	100	100	100

TYPE OF BATTERY	Q	A	TA	Q	A	TA
SOLID BATTERY	100	100	100	100	100	100
WET BATTERY	100	100	100	100	100	100
WET BATTERY	100	100	100	100	100	100

ESTIMATED BATTERY TYPES IN THE ESTIMATED AREA

ESTIMATED BATTERY TYPES IN THE ESTIMATED AREA

LACROSSE TRIBUNE (CIRC. 35,623)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	3	10	13	0	1	0	1	0	0	0	0
Neutral	2	5	10	17	2	9	20	31	2	9	17	28
Favorable	0	1	2	3	0	0	2	2	0	1	5	6
Not Determined	0	1	0	1	0	0	0	0	0	0	0	0
Number of Headlines	2	10	22	34	2	10	22	34	2	10	22	34

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	17.5	17.5	17.0	17.1
Mean Length	36.5	15.9	25.7	23.5
Total Length	73	159	560	
Number of Cases	2	10	22	

Number of cases sent to various	5	10	15
Agency	11	110	100
Agency	11	110	100
Agency	11	110	100
Agency	11	110	100
Agency	11	110	100

SECTION THREE THE BUREAU OF THE FEDERAL BUREAU OF INVESTIGATION

Number of cases sent to various	5	10	15	20	25	30	35	40	45
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110

SECTION FOUR THE BUREAU OF THE FEDERAL BUREAU OF INVESTIGATION

Number of cases sent to various	5	10	15	20	25	30	35	40	45
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110
Agency	11	110	110	110	110	110	110	110	110

SECTION FIVE THE BUREAU OF THE FEDERAL BUREAU OF INVESTIGATION

SECTION SIX THE BUREAU OF THE FEDERAL BUREAU OF INVESTIGATION

MADISON CAPITAL TIMES (CIRC. 46,029)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	5	7	12	1	1	0	2	0	0	0	0
Neutral	9	28	22	59	9	32	28	69	10	33	28	71
Favorable	1	1	1	3	0	1	2	3	0	0	1	1
Not Determined	0	0	1	1	0	0	1	1	0	1	2	3
Number of Headlines	10	34	31	75	10	34	31	75	10	34	31	75

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	18.5	17.6	21.1	19.2
Mean Length	30.7	27.3	40.9	33.4
Total Length	307	930	1,268	
Number of Cases	10	34	31	

Weight of Goods	10	20	30
Weight of Goods	10	20	30
Weight of Goods	10	20	30
Weight of Goods	10	20	30
Weight of Goods	10	20	30

Weight of Goods

Weight of Goods

Weight of Goods	10	20	30	40	50	60	70	80	90	100
Weight of Goods	10	20	30	40	50	60	70	80	90	100
Weight of Goods	10	20	30	40	50	60	70	80	90	100
Weight of Goods	10	20	30	40	50	60	70	80	90	100
Weight of Goods	10	20	30	40	50	60	70	80	90	100

Weight of Goods

Weight of Goods

Weight of Goods

MADISON WISCONSIN STATE JOURNAL (CIRC. 68,775)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	1	10	13	0	1	0	1	0	0	0	0
Neutral	11	18	21	50	10	18	29	57	13	19	27	59
Favorable	0	0	0	0	3	0	1	4	0	0	3	3
Not Determined	0	0	0	0	0	0	1	1	0	0	1	1
Number of Headlines	13	19	31	63	13	19	31	63	13	19	31	63

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	20.0	18.9	20.1	19.8
Mean Length	39.3	34.3	42.9	39.6
Total Length	512	652	1,331	
Number of Cases	13	19	31	

MADISON--UW DAILY CARDINAL (CIRC. 9,000)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	0	1	1	0	0	1	0	0	0	1
Neutral	21	25	16	62	20	26	16	62	21	26	14	61
Favorable	0	0	0	0	0	0	0	0	0	0	1	1
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	21	26	16	63	21	26	16	63	21	26	16	63

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	17.1	18.2	20.3
Mean Length	21.6	22.4	38.3
Total Length	454	583	613
Number of Cases	21	26	16

number of plants	1971		1972		total
	1971	1972	1971	1972	
total plants	100	100	100	100	200
total seeds	100	100	100	100	200
total fruit	100	100	100	100	200
total weight	100	100	100	100	200

TABLE 1. SEED PRODUCTION AND PLANT GROWTH IN 1971 AND 1972

number of plants	1971		1972		total
	1971	1972	1971	1972	
total plants	100	100	100	100	200
total seeds	100	100	100	100	200
total fruit	100	100	100	100	200
total weight	100	100	100	100	200

continued

number of plants	1971		1972		total
	1971	1972	1971	1972	
total plants	100	100	100	100	200
total seeds	100	100	100	100	200
total fruit	100	100	100	100	200
total weight	100	100	100	100	200

TABLE 2. SEED PRODUCTION AND PLANT GROWTH IN 1973 AND 1974

continued

MANITOWOC HERALD-TIMES (CIRC. 20,312)*

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	1	0	4	5	1	0	0	1	0	0	0	0
Neutral	0	2	5	7	0	3	10	13	1	3	8	12
Favorable	0	1	1	2	0	0	0	0	0	0	2	2
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	1	3	10	14	1	3	10	14	1	3	10	14

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	25.0	20.0	21.5	21.6
Mean Length	29.0	28.0	29.9	29.4
Total Length	29	84	299	
Number of Cases	1	3	10	

* Did not participate in the editor survey.

MARINETTE EAGLE-STAR (CIRC. 11,004)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	4	4	10	0	0	0	0	0	0	0	0
Neutral	1	5	9	15	2	9	13	24	1	9	11	21
Favorable	0	1	1	2	1	0	1	2	2	1	3	6
Not Determined	0	0	0	0	0	1	0	1	0	0	0	0
Number of Headlines	3	10	14	27	3	10	14	27	3	10	14	27

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	15.0	13.5	17.5
Mean Length	18.0	14.9	22.5
Total Length	54	149	316
Number of Cases	3	10	14

	21	30	38
Amount of Grant			
Direct Leave	20	30	37.5
Direct Grant	10.0	10.0	10.0
Other Grants	10.0	10.0	11.5
Grants Available	40	60	69

Amount Available for Research

Amount Available for Research (Total Available minus Direct Leave)

	21	30	38	46	54	62	70	78	86	94
Available for Research										
Direct Leave	20	30	37.5	45	52.5	60	67.5	75	82.5	90
Other Grants	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Available for Research	10.0	20.0	22.5	25.0	27.5	30.0	32.5	35.0	37.5	40.0

Available for Research

Available for Research

Amount Available for Research (Total Available minus Direct Leave)

Amount Available for Research (Total Available minus Direct Leave)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	3	7	12	0	0	0	0	0	0	0	0
Neutral	2	2	5	9	0	5	12	17	4	5	9	18
Favorable	0	1	0	1	4	0	0	4	0	0	3	3
Not Determined	0	0	0	0	0	1	0	1	0	1	0	1
Number of Headlines	4	6	12	22	4	6	12	22	4	6	12	22

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	17.5	17.5	17.9	17.6
Mean Length	27.2	26.1	27.6	27.0
Total Length	109	157	332	
Number of Cases	4	6	12	

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	3	4	18	25	1	2	2	5	0	1	0	1
Neutral	4	10	9	23	4	13	23	40	9	14	19	42
Favorable	0	2	0	2	4	2	1	7	0	2	8	10
Not Determined	2	1	0	3	0	0	1	1	0	0	0	0
Number of Headlines	9	17	27	53	9	17	27	53	9	17	27	53

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	16.6	16.1	20.5	18.4
Mean Length	22.0	23.1	50.5	36.9
Total Length	198	393	1,366	
Number of Cases	9	17	27	

Sample No	Yield (%)	Yield (g)	Yield (mol)
1	71	200	1.33
2	55.1	155.1	1.00
3	49.1	141.1	0.90

Yield (%) of polymer

Yield (%) of polymer is calculated as follows:

Sample No	Yield (%)	Yield (g)	Yield (mol)	Yield (%)	Yield (g)	Yield (mol)
1	71	200	1.33	71	200	1.33
2	55.1	155.1	1.00	55.1	155.1	1.00
3	49.1	141.1	0.90	49.1	141.1	0.90

Yield (%) of polymer

Yield (%) of polymer is calculated as follows:

Yield (%) of polymer is calculated as follows:

MILWAUKEE SENTINEL (CIRC. 169,011)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	0	7	7	0	0	0	0	0	0	0	0
Neutral	6	16	8	30	6	16	15	37	6	16	14	36
Favorable	0	0	0	0	0	0	0	0	0	0	1	1
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	6	16	15	37	6	16	15	37	6	16	15	37

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines					
	BP	M	ME	ME	Mean	Mean
Mean Score	15.0	16.5	19.0	19.0	16.3	16.3
Mean Length	26.5	26.1	73.3	73.3	45.3	45.3
Total Length	159	419	1,101	1,101		
Number of Cases	6	16	15	15		

Index of cases	P		TP		TN		Total
	TP	FP	TP	FN	TN	FN	
Index of cases	10	0	10	0	0	0	10
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0

TABLE 1. Summary of the data for the index of cases.

Index of cases	P		TP		TN		Total
	TP	FP	TP	FN	TN	FN	
Index of cases	10	0	10	0	0	0	10
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0

TABLE 2. Summary of the data for the index of cases.

Index of cases	P		TP		TN		Total
	TP	FP	TP	FN	TN	FN	
Index of cases	10	0	10	0	0	0	10
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0
Index of cases	0	0	0	0	0	0	0

TABLE 3. Summary of the data for the index of cases.

INDEX OF CASES (CPC, 1981)

MONROE TIMES (CIRC. 6,641)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	1	0	3	4	0	0	0	0	0	0	0	0
Neutral	0	5	2	7	1	5	6	12	0	5	4	9
Favorable	0	0	0	0	0	0	0	0	1	0	2	3
Not Determined	0	0	1	1	0	0	0	0	0	0	0	0
Number of Headlines	1	5	6	12	1	5	6	12	1	5	6	12

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	20.0	13.0	22.5	18.3
Mean Length	17.0	6.4	28.5	18.3
Total Length	17	32	171	
Number of Cases	1	5	6	

Category	1	2	3	4
Number of cases opened to student	14	25	107	
Original factor	0.11	0.19	0.22	0.27
Adjusted factor	0.02	0.11	0.22	0.27

RELATIONSHIP BETWEEN THE NUMBER OF CASES OPENED TO STUDENTS AND THE NUMBER OF CASES

Category	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of cases opened to student	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Original factor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjusted factor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Category	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of cases opened to student	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Original factor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjusted factor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

RELATIONSHIP BETWEEN THE NUMBER OF CASES OPENED TO STUDENTS AND THE NUMBER OF CASES

RELATIONSHIP BETWEEN THE NUMBER OF CASES OPENED TO STUDENTS AND THE NUMBER OF CASES

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	3	2	8	13	0	0	0	0	0	0	0	1
Neutral	0	3	10	13	3	5	16	24	5	4	15	24
Favorable	1	0	0	1	2	0	2	4	0	1	2	3
Not Determined	1	0	0	1	0	0	0	0	0	0	0	0
Number of Headlines	5	5	18	28	5	5	18	28	5	5	18	28

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	16.0	19.7	18.2
Mean Length	19.2	21.6	25.0	23.3
Total Length	96	108	451	
Number of Cases	5	5	18	

name of case	2	3	4
1st year	100	100	100
2nd year	100	100	100
3rd year	100	100	100
4th year	100	100	100
5th year	100	100	100

APPLICABLE CAPACITIES OF BATTERIES

APPLICABLE CAPACITIES OF BATTERIES

name of case	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1st year	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2nd year	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
3rd year	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4th year	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5th year	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

APPLICABLE CAPACITIES OF BATTERIES

APPLICABLE CAPACITIES OF BATTERIES

APPLICABLE CAPACITIES OF BATTERIES

OSHKOSH THE PAPER (CIRC. 7.749)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	1	2	0	0	0	0	0	0	0	0
Neutral	1	1	15	17	1	2	15	18	1	2	15	18
Favorable	0	0	0	0	0	0	1	1	0	0	1	1
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	1	2	16	19	1	2	16	19	1	2	16	19

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	10.0	15.0	16.8	16.2
Mean Length	6.0	38.0	26.9	26.8
Total Length	6	76	431	
Number of Cases	1	2	16	

NAME OF CASE	I		II		III		TOTAL
	1	2	1	2	1	2	
1st year	10	10	10	10	10	10	60
2nd year	10	10	10	10	10	10	60
3rd year	10	10	10	10	10	10	60
4th year	10	10	10	10	10	10	60
5th year	10	10	10	10	10	10	60
TOTAL	50	50	50	50	50	50	300

ANALYSIS OF THE DATA AND THE RESULTS OF THE STUDY

NAME OF CASE	I		II		III		IV		V		TOTAL
	1	2	1	2	1	2	1	2	1	2	
1st year	10	10	10	10	10	10	10	10	10	10	60
2nd year	10	10	10	10	10	10	10	10	10	10	60
3rd year	10	10	10	10	10	10	10	10	10	10	60
4th year	10	10	10	10	10	10	10	10	10	10	60
5th year	10	10	10	10	10	10	10	10	10	10	60
TOTAL	50	50	50	50	50	50	50	50	50	50	300

CONCLUSIONS AND RECOMMENDATIONS

The study has shown that the results of the study are as follows:

1. The results of the study are as follows:

2. The results of the study are as follows:

PORTAGE DAILY REGISTER (CIRC. 7, 266)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	3	4	7	0	0	0	0	0	0	0	0
Neutral	1	9	6	16	1	11	11	23	1	12	11	24
Favorable	0	0	1	1	0	1	0	1	0	0	0	0
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	1	12	11	24	1	12	11	24	1	12	11	24

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	20.0	15.4	20.9	18.1
Mean Length	15.0	12.5	20.3	16.2
Total Length	15	151	224	
Number of Cases	1	12	11	

Species of birds	Y	Z	XY	YZ
Great Parakeet	16	101	101	101
Small Parakeet	15	10	10	10
Blue Jay	15	10	10	10
Red Jay	15	10	10	10
White Jay	15	10	10	10

TABLE 1. Summary of the data for the first two years of the study.

Species of birds	Year 1				Year 2				Year 3				Year 4			
	Y	Z	XY	YZ	Y	Z	XY	YZ	Y	Z	XY	YZ	Y	Z	XY	YZ
Great Parakeet	16	101	101	101	16	101	101	101	16	101	101	101	16	101	101	101
Small Parakeet	15	10	10	10	15	10	10	10	15	10	10	10	15	10	10	10
Blue Jay	15	10	10	10	15	10	10	10	15	10	10	10	15	10	10	10
Red Jay	15	10	10	10	15	10	10	10	15	10	10	10	15	10	10	10
White Jay	15	10	10	10	15	10	10	10	15	10	10	10	15	10	10	10

TABLE 2. Summary of the data for the last two years of the study.

Species of birds	Year 5				Year 6				Year 7			
	Y	Z	XY	YZ	Y	Z	XY	YZ	Y	Z	XY	YZ
Great Parakeet	16	101	101	101	16	101	101	101	16	101	101	101
Small Parakeet	15	10	10	10	15	10	10	10	15	10	10	10
Blue Jay	15	10	10	10	15	10	10	10	15	10	10	10
Red Jay	15	10	10	10	15	10	10	10	15	10	10	10
White Jay	15	10	10	10	15	10	10	10	15	10	10	10

TABLE 3. Summary of the data for the last two years of the study.

TABLE 4. Summary of the data for the last two years of the study.

RACINE JOURNAL TIMES (CIRC. 38,807)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups												
	Students			UW Administration			Government						
	BP	M	ME Total	BP	M	ME Total	BP	M	ME Total	BP	M	ME Total	
Critical	3	4	11	18	3	0	1	4	0	0	0	0	0
Neutral	2	6	3	11	4	8	15	27	9	9	9	9	27
Favorable	3	0	0	3	2	2	0	4	0	1	7	8	8
Not Determined	1	0	2	3	0	0	0	0	0	0	0	0	0
Number of Headlines	9	10	16	35	9	10	16	35	9	10	16	35	35

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	16.6	13.0	18.7
Mean Length	21.4	23.3	45.7
Total Length	193	233	732
Number of Cases	9	10	16

Category	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Number of cases	9	30	10	10	10	10	10	10	10	10	10
Number of cases	100	100	100	100	100	100	100	100	100	100	100
Number of cases	100	100	100	100	100	100	100	100	100	100	100
Number of cases	100	100	100	100	100	100	100	100	100	100	100

Number of cases for each year

Number of cases for each year

Category	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10

Category	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10
Number of cases	10	10	10	10	10	10	10	10	10	10	10

Number of cases for each year

Number of cases for each year

Number of cases for each year

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	2	3	3	8	0	0	0	0	0	0	0	0
Neutral	0	0	5	5	1	2	8	11	1	1	8	10
Favorable	0	0	0	0	1	1	0	2	1	2	0	3
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	2	3	8	13	2	3	8	13	2	3	8	13

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	12.5	11.6	20.6	17.3
Mean Length	9.0	13.0	20.5	17.0
Total Length	18	39	164	
Number of Cases	2	3	8	

SHAWANO LEADER (CIRC. 7, 230) *

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government			Government		
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	2	1	3	0	0	0	0	0	0	0	0
Neutral	0	4	5	9	0	6	7	13	0	6	7	13
Favorable	0	0	1	1	0	0	0	0	0	0	0	0
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	0	6	7	13	0	6	7	13	0	6	7	13

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	-	15.8	19.2	17.6
Mean Length	-	9.6	21.4	16.0
Total Length	-	58	150	
Number of Cases	0	6	7	

* Did not participate in the editor survey.

SHEBOYGAN PRESS (CIRC. 30,317)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	8	9	0	1	0	1	0	0	0	2
Neutral	7	11	4	22	6	12	14	32	7	12	8	27
Favorable	0	1	1	2	1	0	0	1	0	1	4	5
Not Determined	0	0	1	1	0	0	0	0	0	0	0	0
Number of Headlines	7	13	14	34	7	13	14	34	7	13	14	34

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	14.2	15.7	20.3	17.2
Mean Length	14.5	16.3	31.3	22.1
Total Length	102	212	439	
Number of Cases	7	13	14	

Species of Count	Y		T		M		W		Total
	Y	T	Y	T	Y	T	Y	T	
100	100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100

ANALYSIS OF VARIANCE FOR THE DATA IN THE PREVIOUS TABLE

Source of Variation	Y		T		M		W		Total
	Y	T	Y	T	Y	T	Y	T	
Between groups	100	100	100	100	100	100	100	100	100
Within groups	100	100	100	100	100	100	100	100	100
Total	200	200	200	200	200	200	200	200	200

Source of Variation	Y		T		M		W		Total
	Y	T	Y	T	Y	T	Y	T	
Between groups	100	100	100	100	100	100	100	100	100
Within groups	100	100	100	100	100	100	100	100	100
Total	200	200	200	200	200	200	200	200	200

ANALYSIS OF VARIANCE FOR THE DATA IN THE PREVIOUS TABLE

(11, 10, 10, 10) (10, 10, 10, 10)

STEVENS POINT JOURNAL (CIRC. 10,311)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	5	6	0	0	0	0	0	0	0	0
Neutral	3	14	5	22	3	10	14	27	3	13	9	25
Favorable	0	0	0	0	0	1	0	1	0	2	1	3
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	3	15	10	28	3	15	10	28	3	15	10	28

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	11.6	15.6	18.0
Mean Length	12.3	19.0	22.7
Total Length	37	285	227
Number of Cases	3	15	10

	7	79	30
Amount of cash	7	79	30
Less: 1000	15	348	315
Net profit	30	10	38
Net loss	11	12	38
	10	8	10

Amount of cash

Amount of cash is equal to the sum of the amount of cash and the amount of cash.

	5	10	30	1	12	10	20	3	28	10	10
Amount of cash	5	10	30	1	12	10	20	3	28	10	10
Less: 1000	0	0	0	0	0	0	0	0	0	0	0
Net profit	5	10	30	1	12	10	20	3	28	10	10
Net loss	1	1	1	1	1	1	1	1	1	1	1
Net profit	4	9	29	0	11	9	19	2	27	9	9
Net loss	1	1	1	1	1	1	1	1	1	1	1

	10	10	10	10	10	10	10	10	10	10	10
Amount of cash	10	10	10	10	10	10	10	10	10	10	10
Less: 1000	0	0	0	0	0	0	0	0	0	0	0
Net profit	10	10	10	10	10	10	10	10	10	10	10
Net loss	0	0	0	0	0	0	0	0	0	0	0

Amount of cash is equal to the sum of the amount of cash and the amount of cash.

Amount of cash is equal to the sum of the amount of cash and the amount of cash.

SUPERIOR TELEGRAM (CIRC. 16.054)
HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	0	4	4	0	0	0	0	0	0	0	0
Neutral	0	6	5	11	0	6	9	15	0	6	9	15
Favorable	0	0	0	0	0	0	0	0	0	0	0	0
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	0	6	9	15	0	6	9	15	0	6	9	15

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines		
	BP	M	ME
Mean Score	-	14.1	16.6
Mean Length	-	16.5	18.7
Total Length	-	99	169
Number of Cases	0	6	9

Source of funds	1980	1981	1982	1983	1984	1985
Local funds	11.4	14.1	16.8	19.5	22.2	24.9
State funds	1.2	1.5	1.8	2.1	2.4	2.7
Federal funds	0.1	0.1	0.1	0.1	0.1	0.1
Other	0.0	0.0	0.0	0.0	0.0	0.0
Total	12.7	15.7	18.7	21.7	24.7	27.7

Source: Bureau of Economic Analysis, U.S. Department of Commerce, National Income and Product Accounts for the States.

Source of funds	1980	1981	1982	1983	1984	1985
Local funds	11.4	14.1	16.8	19.5	22.2	24.9
State funds	1.2	1.5	1.8	2.1	2.4	2.7
Federal funds	0.1	0.1	0.1	0.1	0.1	0.1
Other	0.0	0.0	0.0	0.0	0.0	0.0
Total	12.7	15.7	18.7	21.7	24.7	27.7

Source: Bureau of Economic Analysis, U.S. Department of Commerce, National Income and Product Accounts for the States.

Source: Bureau of Economic Analysis, U.S. Department of Commerce, National Income and Product Accounts for the States.

Source: Bureau of Economic Analysis, U.S. Department of Commerce, National Income and Product Accounts for the States.

WATERTOWN TIMES (CIRC. 8.434)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	1	0	6	7	0	0	0	0	0	0	0	0
Neutral	1	3	4	8	2	3	10	15	2	3	7	12
Favorable	0	0	0	0	0	0	0	0	0	0	3	3
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	2	3	10	15	2	3	10	15	2	3	10	15

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	17.5	15.0	21.5	19.7
Mean Length	33.5	14.3	27.4	25.6
Total Length	67	43	274	
Number of Cases	2	3	10	

Account Name	1960		1961		1962	
	Dr	Cr	Dr	Cr	Dr	Cr
Balance forward						
Transfer from						
Transfer to						
Balance						

STATEMENT OF RECEIPTS AND DISBURSEMENTS

Account Name	1960		1961		1962	
	Dr	Cr	Dr	Cr	Dr	Cr
Balance forward						
Transfer from						
Transfer to						
Balance						

Account Name	1960		1961		1962	
	Dr	Cr	Dr	Cr	Dr	Cr
Balance forward						
Transfer from						
Transfer to						
Balance						

STATEMENT OF RECEIPTS AND DISBURSEMENTS

STATEMENT OF RECEIPTS AND DISBURSEMENTS

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Three Groups

Headline Judgments	Students			UW Administration			Government					
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
	Critical	2	1	5	8	0	0	0	0	0	0	0
Neutral	1	3	3	7	1	4	8	13	4	4	7	15
Favorable	1	0	0	1	3	0	1	4	0	0	1	1
Not Determined	0	0	1	1	0	0	0	0	0	0	1	1
Number of Headlines	4	4	9	17	4	4	9	17	4	4	9	17

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Three Categories of Headlines

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	16.2	22.2	19.1
Mean Length	19.0	16.0	35.4	17.0
Total Length	76	64	319	
Number of Cases	4	4	9	

Species	1950	1951	1952	1953	1954
Blue Jay	10	15	20	25	30
Red Jay	5	10	15	20	25
White Jay	15	20	25	30	35
Black Jay	20	25	30	35	40
Grey Jay	25	30	35	40	45
Green Jay	30	35	40	45	50
Yellow Jay	35	40	45	50	55
Pink Jay	40	45	50	55	60
Orange Jay	45	50	55	60	65
Purple Jay	50	55	60	65	70
Brown Jay	55	60	65	70	75
Gold Jay	60	65	70	75	80
Silver Jay	65	70	75	80	85
Platinum Jay	70	75	80	85	90
Black Jay	75	80	85	90	95
White Jay	80	85	90	95	100

Summary of population trends

The population of the species listed above has increased steadily from 1950 to 1954. The total population in 1954 was 1000, compared to 500 in 1950.

Year	1950	1951	1952	1953	1954
Blue Jay	10	15	20	25	30
Red Jay	5	10	15	20	25
White Jay	15	20	25	30	35
Black Jay	20	25	30	35	40
Grey Jay	25	30	35	40	45
Green Jay	30	35	40	45	50
Yellow Jay	35	40	45	50	55
Pink Jay	40	45	50	55	60
Orange Jay	45	50	55	60	65
Purple Jay	50	55	60	65	70
Brown Jay	55	60	65	70	75
Gold Jay	60	65	70	75	80
Silver Jay	65	70	75	80	85
Platinum Jay	70	75	80	85	90
Black Jay	75	80	85	90	95
White Jay	80	85	90	95	100

Summary of population trends (continued)

The population of the species listed above has increased steadily from 1950 to 1954. The total population in 1954 was 1000, compared to 500 in 1950.

The population of the species listed above has increased steadily from 1950 to 1954. The total population in 1954 was 1000, compared to 500 in 1950.

The population of the species listed above has increased steadily from 1950 to 1954. The total population in 1954 was 1000, compared to 500 in 1950.

WAUSAU RECORD-HERALD (CIRC. 21,087)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups												
	Students			UM Administration			Government						
	BP	M	ME Total	BP	M	ME Total	BP	M	ME Total				
Critical	1	2	3	6	0	0	0	0	0	0	0	0	0
Neutral	2	7	11	20	3	9	14	26	3	8	13	24	24
Favorable	0	0	0	0	0	0	0	0	0	1	1	2	2
Not Determined	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of Headlines	3	9	14	26	3	9	14	26	3	9	14	26	26

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	15.0	15.5	20.7	18.2
Mean Length	14.0	26.6	32.5	28.3
Total Length	42	240	455	
Number of Cases	3	9	14	

Category	3	4	5	6	7	8	9	10	11	12
Number of cases	3	4	5	6	7	8	9	10	11	12
Total people	48	50	50	50	50	50	50	50	50	50
Other people	10	10	10	10	10	10	10	10	10	10
Other people	12	12	12	12	12	12	12	12	12	12
Other people	12	12	12	12	12	12	12	12	12	12

Number of people in each category

Number of people in each category

Category	3	4	5	6	7	8	9	10	11	12
Number of cases	3	4	5	6	7	8	9	10	11	12
Number of people	48	50	50	50	50	50	50	50	50	50
Number of people	10	10	10	10	10	10	10	10	10	10
Number of people	12	12	12	12	12	12	12	12	12	12
Number of people	12	12	12	12	12	12	12	12	12	12

Category	3	4	5	6	7	8	9	10	11	12
Number of cases	3	4	5	6	7	8	9	10	11	12
Number of people	48	50	50	50	50	50	50	50	50	50
Number of people	10	10	10	10	10	10	10	10	10	10
Number of people	12	12	12	12	12	12	12	12	12	12
Number of people	12	12	12	12	12	12	12	12	12	12

Number of people in each category

Number of people in each category

WISCONSIN RAPIDS TRIBUNE (CIRC. 10,565)

HEADLINE JUDGMENTS OF THE SECOND PANEL BY THE THREE GROUPS

Headline Judgments	Three Groups											
	Students				UW Administration				Government			
	BP	M	ME	Total	BP	M	ME	Total	BP	M	ME	Total
Critical	0	1	6	7	0	0	0	0	0	0	0	0
Neutral	4	5	6	15	4	6	12	22	4	6	9	19
Favorable	0	0	0	0	0	0	0	0	0	0	2	2
Not Determined	0	0	0	0	0	0	0	0	0	0	1	1
Number of Headlines	4	6	12	22	4	6	12	22	4	6	12	22

ATTENTION SCORES AND STORY LENGTH BY THE THREE HEADLINE CATEGORIES

Attention Scores	Three Categories of Headlines			Mean
	BP	M	ME	
Mean Score	17.5	16.6	19.5	17.5
Mean Length	14.7	27.1	33.1	22.1
Total Length	59	163	398	
Number of Cases	4	6	12	

Species of plants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Species of plants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Statistical analysis was done using SPSS 16.0 for Windows. All data were analyzed using the

Species of plants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Species of plants	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Statistical analysis was done using SPSS 16.0 for Windows. All data were analyzed using the

Statistical analysis was done using SPSS 16.0 for Windows. All data were analyzed using the

APPENDIX C: PART II

JUDGMENT SCORES OF EACH OF
THE TEN HEADLINE JUDGES

CODER #1: NEWS EDITING INSTRUCTOR

CODER #1 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #1 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	81%	9%	35%
Neutral	-	82	-
Favorable	19	9	65
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.800			
<u>UW Administration:</u>			
Critical	93%	8%	15%
Neutral	-	84	-
Favorable	7	8	85
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.840			
<u>State and Local Government Officials:</u>			
Critical	100%	4.5%	31%
Neutral	-	91	-
Favorable	-	4.5	69
Total	100%	100%	100%
Number of Cases	5	892	103
Gamma = +.530			

CODES BY JUDICIAL DISTRICTS
 CODES BY JUDICIAL DISTRICTS FOR REASONS BY JUDICIAL DISTRICTS
 REASONS BY JUDICIAL DISTRICTS

Code of Judgment			Judgment Reason for These Groups
Favorable	Neutral	Critical	
<u>Business:</u>			
12K	9K	81K	Critical
-	82	-	Neutral
82	9	19	Favorable
100K	100K	100K	Total
33	847	316	Number of Cases
Cases = +.800			
<u>Administrative:</u>			
12K	9K	91K	Critical
-	84	-	Neutral
82	8	7	Favorable
100K	100K	100K	Total
83	921	22	Number of Cases
Cases = +.840			
<u>State and Local Government Officials:</u>			
31K	4.2K	100K	Critical
-	91	-	Neutral
88	4.2	-	Favorable
100K	100K	100K	Total
208	892	2	Number of Cases
Cases = +.250			

CODER #2: MAGAZINE EDITOR

CODER #2 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #2 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	91%	16%	20%
Neutral	-	68	-
Favorable	9	16	80
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.730			
<u>DW Administration:</u>			
Critical	91%	6.5%	6%
Neutral	-	87	-
Favorable	9	6.5	94
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.930			
<u>State and Local Government Officials</u>			
Critical	90%	5%	14%
Neutral	-	90	-
Favorable	10	5	86
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.710			

CODES BY MAGAZINE SECTION
 CODES BY INDUSTRY FOR HEADLINE BY INDUSTRY
 LISTED IN THESE CODES

Code 23 Industries			Judgments Against the Three Groups
Favorable	Neutral	Critical	
<u>Students:</u>			
304	184	318	Critical
-	48	-	Neutral
80	76	9	Favorable
1004	1002	1004	Total
33	247	318	Number of Cases
Cases = 4,770			
<u>By Association:</u>			
82	8,224	318	Critical
-	37	-	Neutral
24	6,2	9	Favorable
1004	1002	1004	Total
63	911	33	Number of Cases
Cases = 4,930			
<u>State and Local Government Officials:</u>			
144	24	204	Critical
-	60	-	Neutral
88	2	10	Favorable
1004	1002	1004	Total
108	84	2	Number of Cases
Cases = 4,710			

CODER #3: WHITE GRADUATE STUDENT

CODER #3 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #3 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	87%	7.5%	27%
Neutral	-	85	-
Favorable	13	7.5	73
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.740			
<u>UW Administration:</u>			
Critical	60%	1%	16%
Neutral	-	98	-
Favorable	40	1	84
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.830			
<u>State and Local Government Officials:</u>			
Critical	60%	1.5%	22%
Neutral	-	97	-
Favorable	40	1.5	78
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.720			

CODES 23: WITH UNANIMATE SENTENT
 CODES 23: JUDGMENTS FOR REASONS BY JUDGMENTS
 AGAINST THE THREE GROUPS

CODES 23: JUDGMENTS			Judgments against the Three Groups
Favorable	Neutral	Critical	

Analysis:

13	7.2	51	Critical
-	8.0	-	Neutral
13	7.2	13	Favorable
100	100	100	Total
33	87	31	Number of Cases
			Cases = +.750

BY Organization:

18	18	60	Critical
-	8	-	Neutral
5	1	40	Favorable
100	100	100	Total
23	97	22	Number of Cases
			Cases = +.830

State and Local Government Officials:

22	1.2	80	Critical
-	9	-	Neutral
1	.1	80	Favorable
100	100	100	Total
23	97	2	Number of Cases
			Cases = +.750

CODER #4: MADISON LAWYER

CODER #4 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #4 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	87%	3%	48%
Neutral	-	94	-
Favorable	13	3	52
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.860			
<u>UW Administration:</u>			
Critical	43%	7.5%	25%
Neutral	-	85	-
Favorable	57	7.5	75
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.300			
<u>State and Local Government Officials:</u>			
Critical	40%	3%	18%
Neutral	-	94	-
Favorable	60	3	82
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.790			

CODER #5: WHITE UNDERGRADUATE STUDENT

CODER #5 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #5 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	81%	3%	34%
Neutral	-	94	-
Favorable	19	3	66
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.850			
<u>UW Administration:</u>			
Critical	89%	.5%	27%
Neutral	-	99	-
Favorable	11	.5	73
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.940			
<u>State and Local Government Officials:</u>			
Critical	100%	1.5%	12%
Neutral	-	97	-
Favorable	-	1.5	88
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.960			

CODER #6: MADISON POLICE CAPTAIN

CODER #6 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #6 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	95%	21.5%	15%
Neutral	-	57	-
Favorable	5	21.5	85
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.740			
<u>UW Administration:</u>			
Critical	98%	22.5%	4%
Neutral	-	55	-
Favorable	2	22.5	96
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.830			
<u>State and Local Government Officials:</u>			
Critical	100%	14%	3%
Neutral	-	72	-
Favorable	-	14	97
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.830			

COUNTS FOR HADISON POLICE CAPTAIN
COUNTS TO DETERMINE FOR READING BY MEMBERS
ABOUT THE THREE GROUPS

Code of Advancement			Advancement Against the Three Groups
Critical	Neutral	Favorable	
Group 1:			
125	21.25	25	Critical
-	21	-	Neutral
88	21.2	2	Favorable
100	100	100	Total
11	643	318	Number of Cases Group = +140
Group 2:			
48	21.25	25	Critical
-	21	-	Neutral
88	21.2	2	Favorable
100	100	100	Total
83	851	22	Number of Cases Group = +820
Group 3:			
38	14	100	Critical
-	75	-	Neutral
42	14	-	Favorable
100	100	100	Total
108	823	2	Number of Cases Group = +820

CODER #7: BLACK FOREIGN GRADUATE STUDENT

CODER #7 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #7 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	82%	17%	14%
Neutral	-	66	-
Favorable	18	17	86
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.610			
<u>UW Administration:</u>			
Critical	79%	9%	8%
Neutral	-	82	-
Favorable	21	9	92
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.810			
<u>State and Local Government Officials:</u>			
Critical	50%	4.5%	3%
Neutral	-	91	-
Favorable	50	4.5	97
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.890			

CODEX 47: BLACK PINKET GRADUATE STUDENT
 CODEX 47: JUDGMENTS FOR JUDGMENTS BY JUDGMENTS
 AGAINST THE THREE GROUPS

Judgments Against the Three Groups			Total
Critical	Neutral	Favorable	
25	17	10	52
-	5	-	5
19	12	10	41
100	100	100	300
			300
			+100
Total: 100			
Number of Cases: 100			
Cases = +100			
Average: 100			
Standard Deviation: 100			
Variance: 100			
Coefficient of Variation: 100			
Kurtosis: 100			
Skewness: 100			
Mean: 100			
Median: 100			
Mode: 100			
Range: 100			
Interquartile Range: 100			
Five-Number Summary: 100			
Box Plot: 100			
Histogram: 100			
Normal Distribution: 100			
Chi-Square Test: 100			
T-Test: 100			
ANOVA: 100			
Regression: 100			
Correlation: 100			
Causality: 100			
Ethics: 100			
Law: 100			
Medicine: 100			
Engineering: 100			
Business: 100			
Education: 100			
Social Sciences: 100			
Humanities: 100			
Arts: 100			
Sports: 100			
Recreation: 100			
Miscellaneous: 100			

CODER #8: WEEKLY NEWSPAPER EDITOR

CODER #8 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #8 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	80%	2.5%	20%
Neutral	-	95	-
Favorable	20	2.5	80
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.840			
<u>IW Administration:</u>			
Critical	73%	1%	19%
Neutral	-	98	-
Favorable	27	1	81
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.970			
<u>State and Local Government Officials:</u>			
Critical	90%	1%	24%
Neutral	-	98	-
Favorable	10	1	76
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.930			

CODES BY JUDGMENTS FOR REACTION BY JUDGMENTS
 REACTION FOR THREE GROUPS

Codes by Judgment			Judgments about the Three Groups
Favorable	Neutral	Critical	

100	5.74	100	Critical		
-	32	-	Neutral		
40	5.2	20	Favorable		
100	100	100	Total		
25	67	212	Number of Cases		
					Gains = +.860

100	12	139	Critical		
-	39	-	Neutral		
41	1	27	Favorable		
100	100	100	Total		
62	221	25	Number of Cases		
					Gains = +.970

200	16	102	Critical		
-	39	-	Neutral		
28	1	10	Favorable		
100	100	100	Total		
108	202	2	Number of Cases		
					Gains = +.930

CODER #9: BLACK UNDERGRADUATE STUDENT

CODER #9 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #9 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	69%	2%	35%
Neutral	-	96	-
Favorable	31	2	65
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.750			
<u>UW Administration:</u>			
Critical	52%	1.5%	23%
Neutral	-	97	-
Favorable	48	1.5	77
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.820			
<u>State and Local Government Officials:</u>			
Critical	50%	1%	24%
Neutral	-	98	-
Favorable	50	1	76
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.840			

ORDER OF PRIORITY FOR RESEARCH BY SUBCOMMITTEE
DURING THE TERM 1967-68

Order of Priority			Total
Critical	Normal	Favorable	Total
202	26	1	229
-	26	1	26
202	26	1	229
Number of Cases			
Gamma = +.840			

Order of Priority			
202	26	1	229
-	26	1	26
202	26	1	229
Number of Cases			
Gamma = +.840			

Order of Priority			
202	26	1	229
-	26	1	26
202	26	1	229
Number of Cases			
Gamma = +.840			

CODER #10: DIRECTOR, UW NEWS AND PUBLICATIONS SERVICE

CODER #10 JUDGMENTS FOR HEADLINES BY JUDGMENTS
AGAINST THE THREE GROUPS

Judgments Against the Three Groups	Coder #10 Judgments		
	Critical	Neutral	Favorable
<u>Students:</u>			
Critical	78%	2%	50%
Neutral	-	96	-
Favorable	22	2	50
Total	100%	100%	100%
Number of Cases	316	647	33
Gamma = +.870			
<u>UW Administration:</u>			
Critical	84%	2.5%	19%
Neutral	-	95	-
Favorable	16	2.5	81
Total	100%	100%	100%
Number of Cases	22	921	63
Gamma = +.850			
<u>State and Local Government Officials:</u>			
Critical	60%	1.5%	21%
Neutral	-	97	-
Favorable	40	1.5	79
Total	100%	100%	100%
Number of Cases	5	892	108
Gamma = +.890			

ORDER THE REVISIONS, OR HAVE THE REVISIONS REVIEWED
 ORDER THE REVISIONS FOR REVISION BY A REVISION
 ORDER THE REVISIONS

ORDER THE REVISIONS			REVISIONS
REVISIONS	REVISIONS	REVISIONS	REVISIONS

REVISIONS:

REVISIONS	REVISIONS	REVISIONS	REVISIONS
30	20	10	10
-	20	-	-
30	20	10	10
100	100	100	100
30	20	10	10

Number of Cases
Cases = +.870

REVISIONS:

REVISIONS	REVISIONS	REVISIONS	REVISIONS
30	20	10	10
-	20	-	-
30	20	10	10
100	100	100	100
30	20	10	10

Number of Cases
Cases = +.850

REVISIONS:

REVISIONS	REVISIONS	REVISIONS	REVISIONS
30	20	10	10
-	20	-	-
30	20	10	10
100	100	100	100
30	20	10	10

Number of Cases
Cases = +.850

APPENDIX D

AGREEMENT TABLES

APPENDIX D: PART I

**EDITOR/RESIDENT STATED POSITIONS/PERCEPTIONS WITH REGARD
TO THE BASIC POSITIONS OF, AND METHODS EMPLOYED BY THE
STUDENT PROTESTERS, UW ADMINISTRATION AND STATE AND
LOCAL GOVERNMENT OFFICIALS BY HEADLINE JUDGMENT**

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APPENDIX B: PART I

EDITOR/RESIDENT STAFF POSITIONS/RESPONSIBILITIES WITH REGARD
TO THE BASIC PRINCIPLES OF AND METHODS EMPLOYED BY THE
STUDENT PROTESTERS, IN ASSASSINATING AND SEIZING AND
LOCAL GOVERNMENT OFFICIALS BY MEANS OF TERRORISM

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STUDENT PROTESTERS' BASIC POSITION

(A)		(B)		(C)	
Headline Judgments	Editors' Stated Position	Headline Judgments	Editors' Perception of Their Readers' Position	Headline Judgments	Editors' Perception of Their Readers' Position
Sym	N	Sym	N	Sym	N
Favorable	3%	3%	5%	Favorable	1%
Neutral	69	59	67	Neutral	83
Critical	28	36	30	Critical	16
Total	100%	100%	100%	Total	100%
No. of Cases	499	175	812	No. of Cases	90
No. of Newspapers	13	5	28	No. of Newspapers	2
Gamma = +.036				Gamma = +.407	

(D)		(E)	
Headline Judgments	Readers' Stated Position	Headline Judgments	Readers' Perception of Their Newspapers' Position
Sym	N	Sym	N
Favorable	3%	3%	3%
Neutral	68	66	66
Critical	29	31	31
Total	100%	100%	100%
No. of Cases	481	516	647
No. of Newspapers	13	16	22
Gamma = +.131			

Gamma = +.041

Case # 131

Substance	TS	TR	58	Label
No. of	1000	1000	1000	1000
No. of cases	1000	1000	1000	1000
Label	1000	1000	1000	1000
Official	1000	1000	1000	1000
Manufacturer	1000	1000	1000	1000
Label	1000	1000	1000	1000

(B)

(C)

Case # 130

Substance	TS	TR	58	Label
No. of	1000	1000	1000	1000
No. of cases	1000	1000	1000	1000
Label	1000	1000	1000	1000
Official	1000	1000	1000	1000
Manufacturer	1000	1000	1000	1000
Label	1000	1000	1000	1000

(B)

(A)

Case # 129

Substance	TS	TR	58	Label
No. of	1000	1000	1000	1000
No. of cases	1000	1000	1000	1000
Label	1000	1000	1000	1000
Official	1000	1000	1000	1000
Manufacturer	1000	1000	1000	1000
Label	1000	1000	1000	1000

(B)

(A)

Case # 128

Substance	TS	TR	58	Label
No. of	1000	1000	1000	1000
No. of cases	1000	1000	1000	1000
Label	1000	1000	1000	1000
Official	1000	1000	1000	1000
Manufacturer	1000	1000	1000	1000
Label	1000	1000	1000	1000

(B)

(C)

LABORATORY REPORTS

UW ADMINISTRATION'S BASIC POSITION

(B) Headline Judgments	(A) Editors' Stated Position			(C) Editors' Perception of Their Readers' Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Favorable	7%	7%	6%	7%	5%	8%
Neutral	90	91	91	91	94	88
Critical	3	2	3	2	1	4
Total	100%	100%	100%	100%	100%	100%
No. of Cases	597	413	323	562	153	601
No. of Newspapers	21	14	11	18	5	19
Gamma =	+.049					

(B) Headline Judgments	(D) Headers' Stated Position			(E) Readers' Perception of Their Newspapers' Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Favorable	8%	7%	7%	8%	6%	6%
Neutral	88	90	90	89	91	91
Critical	4	3	3	3	3	3
Total	100%	100%	100%	100%	100%	100%
No. of Cases	700	529	634	569	713	610
No. of Newspapers	27	16	19	19	24	18
Gamma =	-.065					

Case # 4-062

Members 31 19 10
 No. of Cases 100 22 84 1,801
 Cases 100 100 100 100
 Members 00 00 00 00
 Members 00 00 00 00

Members 10 10 10
 No. of Cases 100 100 100
 Cases 100 100 100
 Members 00 00 00
 Members 00 00 00

(a)

Case # 4-063

Members 37 10 11
 No. of Cases 233 173 232 1,333
 Cases 100 100 100 100
 Members 00 00 00 00
 Members 00 00 00 00

Members 10 10 10
 No. of Cases 100 100 100
 Cases 100 100 100
 Members 00 00 00
 Members 00 00 00

(a)

Case # 4-064

Members 10 10 10
 No. of Cases 100 100 100
 Cases 100 100 100
 Members 00 00 00
 Members 00 00 00

Members 10 10 10
 No. of Cases 100 100 100
 Cases 100 100 100
 Members 00 00 00
 Members 00 00 00

(a)

Case # 4-065

Members 13 2 16
 No. of Cases 203 103 306 1,816
 Cases 100 100 100 100
 Members 00 00 00 00
 Members 00 00 00 00

Members 10 10 10
 No. of Cases 100 100 100
 Cases 100 100 100
 Members 00 00 00
 Members 00 00 00

(a)

GOVERNMENT OFFICIALS' BASIC POSITION

(B) Headline Judgments	(A) Editors' Stated Position			(C) Editors' Perception of Their Readers' Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Favorable	11%	11%	8%	11%	9%	3%
Neutral	88	89	92	88	88	96
Critical	—	—	—	—	3	—
Total	100%	100%	100%	100%	100%	100%
No. of Cases	758	354	232	941	99	137
No. of Headlines	25	11	7	34	3	4
Gamma = +.114						

(B) Headline Judgments	(D) Readers' Stated Position			(C) Readers' Perception of Their Newspaper's Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Favorable	11%	12%	9%	10%	11%	10%
Neutral	89	87	90	89	88	89
Critical	—	—	—	—	—	—
Total	100%	100%	100%	100%	100%	100%
No. of Cases	611	580	511	579	727	566
No. of Newspapers	25	19	14	19	25	16
Gamma = +.100						

STUDENT PROTESTERS' METHODS EMPLOYED

(B) Headline Judgments	(A) Editors' Stated Position			(C) Editors' Perception of Their Readers' Position		
	App	Both	Disap Total	App	Both	Disap Total
Favorable	1%	3%	4%	3%	1%	3%
Neutral	89	69	62	67	77	65
Critical	<u>10</u>	<u>28</u>	<u>34</u>	<u>30</u>	<u>22</u>	<u>32</u>
Total	100%	100%	100%	100%	100%	100%
No. of Cases	126	461	691	1,278	176	995
No. of Newspapers	2	12	26	3	3	37
	Gamma = +.220			Gamma = +.167		

(B) Headline Judgments	(D) Readers' Stated Position			(E) Readers' Perception of Their Newspapers' Position		
	App	Both	Disap Total	App	Both	Disap Total
Favorable	2%	3%	4%	3%	3%	4%
Neutral	81	65	64	68	70	63
Critical	<u>17</u>	<u>32</u>	<u>32</u>	<u>29</u>	<u>27</u>	<u>33</u>
Total	100%	100%	100%	100%	100%	100%
No. of Cases	240	344	755	1,339	585	780
No. of Newspapers	4	9	27	7	18	27
	Gamma = +.145			Gamma = +.043		

GENERAL INFORMATION, INCLUDING CONTACT

(a)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

(b)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

(c)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

(d)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

(e)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

(f)

DATE	TIME	LOCATION	PERSONS
11/11	11:00	1000	1000
11/11	11:00	1000	1000
11/11	11:00	1000	1000

UW ADMINISTRATION'S METHODS EMPLOYED

(B)

Headline
Judgments

(A)

Editors' Stated Position

App Both Disap Total

Favorable 5% 7% 7% 6%
Neutral 92 89 90 91
Critical 3 4 3 3

Total 100% 100% 100% 100%

No. of Cases 536 487 355 1,378

No. of
Newspapers 18 14 11

Gamma = +.028

(B)

Headline
Judgments

(C)

Editors' Perception of
Their Readers' Position

App Both Disap Total

Favorable 8% 7% 6% 7%
Neutral 90 91 91 91
Critical 2 2 3 2

Total 100% 100% 100% 100%

No. of Cases 396 497 460 1,353

No. of
Newspapers 14 16 15

Gamma = +.117

(B)

Headline
Judgments

(D)

Readers' Stated Position

App Both Disap Total

Favorable 7% 7% 7% 7%
Neutral 90 90 90 90
Critical 3 3 3 3

Total 100% 100% 100% 100%

No. of Cases 699 548 685 1,932

No. of
Newspapers 24 16 21

Gamma = +.019

(B)

Headline
Judgments

(E)

Readers' Perception of Their
Newspapers' Position

App Both Disap Total

Favorable 7% 7% 6% 7%
Neutral 89 90 91 90
Critical 4 3 3 3

Total 100% 100% 100% 100%

No. of Cases 660 552 696 1,908

No. of
Newspapers 22 18 22

Gamma = -.023

210.4 + 010

Spesializatsiya	19	20	21	22
no. of	210	240	250	260
no. of copies	210	240	250	260
total	210	240	250	260
category	1	2	3	4
sub-category	1	2	3	4
language	1	2	3	4

210.4 + 010

Spesializatsiya	23	24	25	26
no. of	210	240	250	260
no. of copies	210	240	250	260
total	210	240	250	260
category	1	2	3	4
sub-category	1	2	3	4
language	1	2	3	4

210.4 + 010

Spesializatsiya	27	28	29	30
no. of	210	240	250	260
no. of copies	210	240	250	260
total	210	240	250	260
category	1	2	3	4
sub-category	1	2	3	4
language	1	2	3	4

210.4 + 010

Spesializatsiya	31	32	33	34
no. of	210	240	250	260
no. of copies	210	240	250	260
total	210	240	250	260
category	1	2	3	4
sub-category	1	2	3	4
language	1	2	3	4

210.4 + 010

Spesializatsiya	35	36	37	38
no. of	210	240	250	260
no. of copies	210	240	250	260
total	210	240	250	260
category	1	2	3	4
sub-category	1	2	3	4
language	1	2	3	4

GOVERNMENT OFFICIALS' METHODS EMPLOYED

(B) Headline Judgments	(A) Editors' Stated Position			(C) Editors' Perception of Their Readers' Position		
	App	Both	Disap Total	App	Both	Disap Total
Favorable	13%	12%	6%	12%	8%	2%
Neutral	87	88	93	87	91	96
Critical	—	—	—	—	—	—
Total	100%	100%	100%	100%	100%	100%
No. of Cases	590	511	335	706	519	63
No. of Newspapers	20	16	9	25	17	1
Gamma = +.199				Gamma = +.266		

(B) Headline Judgments	(D) Readers' Stated Position			(E) Readers' Perception of Their Newspapers' Position		
	App	Both	Disap Total	App	Both	Disap Total
Favorable	11%	10%	12%	11%	11%	9%
Neutral	88	87	89	88	88	90
Critical	—	—	—	—	—	—
Total	100%	100%	100%	100%	100%	100%
No. of Cases	669	643	554	629	600	597
No. of Newspapers	25	21	16	22	20	18
Gamma = +.030				Gamma = +.081		

APPENDIX D: PART II

AGREEMENT BETWEEN WISCONSIN EDITORS AND WISCONSIN
NEWSPAPER READERS IN THEIR POSITIONS, AND THEIR
PERCEPTIONS OF EACH OTHERS' POSITIONS
WITH RESPECT TO THE STUDENT
PROTESTERS' BASIC POSITION

STUDENT PROTESTERS' BASIC POSITION

Readers' Position	(A)			(E)		
	Sym	N	Unsym Total	Editors' Stated Position	Readers' Perception	Editors' Stated Position
Sympathetic	11%	10%	11%	11%	26%	25%
Neutral	16	15	17	16	37	38
Unsympathetic	<u>73</u>	<u>75</u>	<u>72</u>	<u>73</u>	<u>37</u>	<u>37</u>
Total	100%	100%	100%	100%	100%	100%
No. of Cases	272	179	311	762	254	698
No. of Newspapers	13	5	28	28	5	28
Gamma =	-.010					

Editors' Perception	(A)			(C)		
	Sym	N	Unsym Total	Editors' Stated Position	Editors' Perception of Their Readers' Position	Editors' Stated Position
Sympathetic	21%	-	-	5%	25%	10%
Neutral	-	-	3	2	-	16
Unsympathetic	<u>79</u>	<u>100</u>	<u>97</u>	<u>93</u>	<u>75</u>	<u>74</u>
Total	100%	100%	100%	100%	100%	100%
No. of Cases	17	6	37	60	4	363
No. of Newspapers	13	5	28	28	2	32
Gamma =	+.731					

STUDENT PROTESTERS' BASIC POSITION (Con't)

(E) Readers' Perception	(C) Editors' Perception of Their Readers' Position			(D) Readers' Stated Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Sympathetic	75%	100%	24%	22%	17%	24%
Neutral	-	-	38	39	56	38
Unsympathetic	25	-	38	39	27	38
Total	100%	100%	100%	100%	100%	100%
No. of Cases	4	1	317	36	52	243
No. of Newspapers	2	1	32	13	16	26
Gamma = +.677				Gamma = +.173		

APPENDIX D: PART III

**AGREEMENT BETWEEN WISCONSIN EDITORS AND WISCONSIN
NEWSPAPER READERS IN THEIR POSITIONS, AND THEIR
PERCEPTIONS OF EACH OTHERS' POSITIONS WITH
RESPECT TO THE BASIC POSITION OF STATE
AND LOCAL GOVERNMENT OFFICIALS**

ANNEX I: PART III

AGREEMENT BETWEEN WISCONSIN AND ILLINOIS
REGARDING RIGHTS IN THEIR RESPECTIVE
CONSTITUTIONS OF EACH STATE * POSITION WITH
RESPECT TO THE BASIC POSITION OF STATE
AND LOCAL GOVERNMENT OFFICIALS

GOVERNMENT OFFICIALS' BASIC POSITION

(D) Readers' Position	(A) Editors' Stated Position			(E) Readers' Perception	(A) Editors' Stated Position		
	Sym	N	Unsym Total		Sym	N	Unsym Total
Sympathetic	63%	64%	74%	24%	28%	27%	25%
Neutral	22	22	14	49	45	43	46
Unsympathetic	<u>15</u>	<u>14</u>	<u>12</u>	<u>27</u>	<u>27</u>	<u>30</u>	<u>28</u>
Total	100%	100%	100%	100%	100%	100%	100%
No. of Cases	315	261	168	278	238	150	666
No. of Newspapers	25	11	7	25	11	7	
Gamma =	-.118						

(C) Editors' Perception	(A) Editors' Stated Position			(D) Readers' Position	(C) Editors' Perception of Their Readers' Position		
	Sym	N	Unsym Total		Sym	N	Unsym Total
Sympathetic	93%	75%	86%	66%	72%	78%	68%
Neutral	2	17	-	21	14	5	19
Unsympathetic	<u>5</u>	<u>8</u>	<u>14</u>	<u>13</u>	<u>14</u>	<u>16</u>	<u>13</u>
Total	100%	100%	100%	100%	100%	100%	100%
No. of Cases	41	12	7	373	43	37	453
No. of Headlines	25	11	7	34	3	4	
Gamma =	+.422						

GOVERNMENT OFFICIALS • BASIC POSITION (Con't)

(E) Readers' Perception	(C) Editors' Perception of Their Readers' Position			(D) Readers' Stated Position		
	Sym	N	Unsym Total	Sym	N	Unsym Total
Sympathetic	26%	35%	39%	27%	20%	29%
Neutral	50	42	42	45	57	52
Unsympathetic	<u>24</u>	<u>23</u>	<u>19</u>	<u>28</u>	<u>23</u>	<u>19</u>
Total	100%	100%	100%	100%	100%	100%
No. of Cases	337	43	36	216	69	42
No. of Newspapers	34	3	4	25	19	14
Gamma =	-.152			Gamma = -.045		

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